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CALIFORNIA TEACHERS ASSOCIATION

Journal



DECEMBER, 1956



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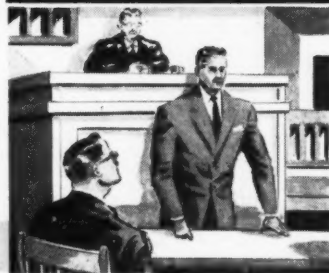
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BRIDGING THE GAP

One of the most beautiful structures of its kind in the world, the Golden Gate bridge links San Francisco with Marin county and the Redwood Empire. It symbolizes "achieving the impossible," which has characterized engineering and construction in California. For more on this subject, see the fourth in our "Land of Promise" series on page 4. Cover insert shows a historic wooden covered bridge, several of which still give service in Northern California. Cover photograph courtesy of Redwood Empire Association.

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Scientists in the Making

Ken Jones

Modern technology demands more scientists.
Superior minds, eager to meet that
demand, will require the best resources
of the science teacher.

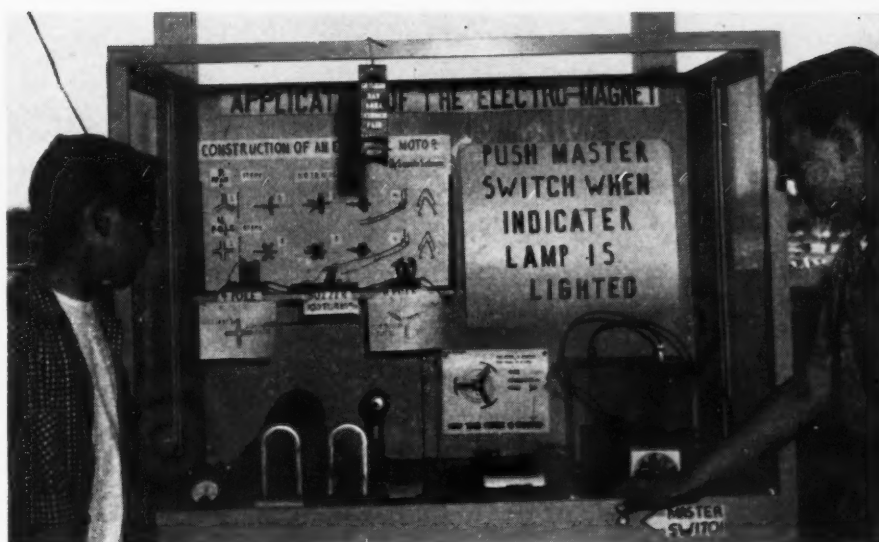
ONE of the greatest challenges in teaching lies in trying to meet the needs of that superior few who will someday be our leaders in fields of science and engineering. Many seem to feel that high school is soon enough to arouse real interest in the fields of science. I have found, however, that even in sixth grade students there are occasionally amazing possibilities and interests which lie dormant. Teaching, which is geared to reach the average individual's need, cannot hope to reach or satisfy the need of those few whose superior minds need only the spark of challenge to set them off into new and exciting frontiers of research.

I have found that students in junior high can and will do just about anything they want to. It is, therefore, our job to make them want to learn science. At Cupertino Elementary we have set up a Science Club which is designed to reach the superior student. The Club makes no restrictions whatsoever on any field of scientific endeavor in which a student may desire to work. The members of the Club must earn their way in by presenting various projects to the Club for points.

After a student becomes a member, we then require from him a definite number of points to be completed each month in order to maintain active membership. At the beginning of each year the instructor is the leader in direction interests. As the year progresses we find the instructor being led by a group of eager scientists, each wanting to probe the depths of his individual field of interest.

Let me warn you! Be prepared to do some research yourself, and be willing to spend time with your students. They want every spare moment of your time. You must also be willing to ad-

Mr. Jones is a science teacher in Cupertino elementary school district.



D. J. Sedgwick, superintendent of school at Cupertino, is proud of the achievement of his students at the annual San Francisco Bay Area Science Fair. The boys learned a great deal about electricity when they prepared this exhibit, but the critical observer noted that they learned little about spelling.

mit your weaknesses, and to work out those problems with your students. They will go to the limits of your knowledge with you and then reach for more. It is a challenge that we cannot afford to overlook.

One real challenge each year is the annual Science Fair in San Francisco. Competition is keen and it brings out original research. One group of five of my eighth grade students completely designed and engineered by hand a fully automatic demonstration using the electromagnetic principle to do work. There were three, four, five, and seven pole motors originally designed and wrapped carefully for efficient operation. Solenoids and other uses of the electro-magnetic principle were demonstrated automatically. The entire demonstration was operated by a timing device built by one of the students from a discarded electric clock. Stu-

dents spent many hours of tedious experimenting and designing and the finished display would challenge a college engineering student in workmanship and performance.

Another group of four girls set up a beautiful display of ideas in mounting and preservation of specimens in life science. Many original ideas came forth. The reward for the efforts of these groups was honorable mention for both exhibits in the Science Fair. Student gain cannot be measured in awards or tangible things, but possibly the true value will show itself in future leadership in a modern world of science.

(See page 33 for story about CTA's program with industry to encourage teaching of science.

We Tackle the Impossible

California's accomplishments in engineering and construction seem impossible. To continue this aggressive achievement, we must encourage intellectual audacity and a vision of tomorrow's tasks.

THE poet who wanted us to bring him men to match his mountains voiced the spirit of California. To accomplish the impossible has been a habit of Californians since the Argonauts overcame Indian attack, deserts, mountains, and their own frailties to reach their land of promise.

Vast areas of California were desert. And in other areas floods periodically washed away farms and homes. But newcomers did not despair; they built the world's greatest dams to harness the floods and they laid great distribution systems to bring water to the parched land.

When the artesian wells of Orange county disappeared and the Los Angeles river became a trickle over which a horse could jump, some doubters said Los Angeles would dry up and blow away and the sage brush would grow in the streets. But men who matched the mountains bought the Owens Valley and laid a giant pipe—the Mulholland Aqueduct—to give the expanding community a good drink.

More millions came and the drink evaporated. So the big men went to work with their big tools and tapped the muddy Colorado, first lashing down the errant stream with a plug called Hoover Dam. They crossed a wide desert with their Metropolitan Aqueduct, pierced a mountain, strained the silt away and wrung electricity from the life-giving water.

Hoover dam, now 20 years old, was a miracle of its time. It grew 726 feet tall, contained almost three and a half million cubic yards of concrete, dammed the world's largest man-made lake. The 31 million acre feet of stored water turn turbines to produce more than a million kilowatts of power for the burgeoning industries of southern California.

Once the rampaging Colorado played games with Palo Verde and Imperial Valleys; now the Hoover, Davis, and Parker dams have made it docile and

the desilting works of the All-American Canal have drained the blood from its savage body.

Multi-Purpose Project

Men had not yet measured up to the High Sierra; there was still the problem of the Central Valley. They tamed the Sacramento river with Shasta dam, drew out more power at Keswick, and made the San Joaquin river "run uphill" by carrying water hundreds of miles in Friant-Kern and Delta-Mendota canals to feed a million acres of land. A great multi-purpose development project, now 16 years old, it has not yet reached maturity. But Nature is turning to man's bidding.

When Emperor Norton of San Francisco issued proclamations ordering the construction of a bridge to span the Bay, his idea was classified as the property of the insane. But men of California, told that such a task was impossible, proved the demented beggar

a prophet. They built the San Francisco-Oakland Bay Bridge, almost nine miles long.

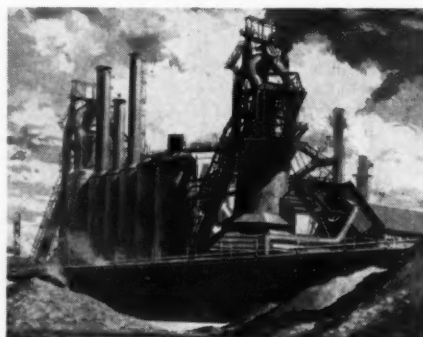
They devised an ingenious clamshell in a tube to reach bedrock through a hundred feet of water and a hundred feet of mud, raising 51 solid piers on which to build five mammoth suspension spans and a 1400-foot cantilever. Then they blasted the world's biggest-bore tunnel through Yerba Buena Island to make way for a double-deck six-lane highway and an electrified railway.

Dramatic Golden Gate

If the Bay Bridge was a challenge, the Golden Gate Bridge was even more dramatic. For generations mile-wide Golden Gate, with its millrace tides, had bottled up lovely Marin county and forced a long detour for the coast-wise traveler. Engineers and builders spanned the gap with the longest and most beautiful suspension bridge in the world: a ribbon of steel and concrete 4200 feet between supports. Total length of the bridge is 8,840 feet, sixth longest in the world. After 19 years of use, to drive across it is still a breathtaking experience; we may truly say with pride that it is the most heroic expression of the California spirit.

But the age of gigantic construction feats did not die in the last generation; only two months ago the Richmond-San Rafael bridge was opened, giving the Bay area four of the world's ten longest bridges. The new span is only 1,377 feet shorter than the Bay bridge, its parallel a few miles south. Carquinez, number 10, (4,482 feet long with an 1100 foot span) is now getting a twin which should be ready in two years.

San Francisco had a natural harbor big enough to shelter all the navies of



This painting is one of a series of manufacturing processes prepared on slide-films by the iron and steel industry for use in the schools. Industry and labor have provided some excellent free materials on manufacturing which have proven useful in classroom audio-visual work.

the world with space left for yacht races. But Los Angeles had only wooden wharves on the mudflats facing the open sea. Men poured Herculean effort and 150 million dollars into the Long Beach-San Pedro frontage to create a man-made port which now handles 5000 ships and 25 million tons of cargo a year. Imports of coffee, paper, copra, and crude rubber, as well as exports of citrus, cotton, petroleum, and manufactured products ranks the port among the nation's most active.

New Homes Lead

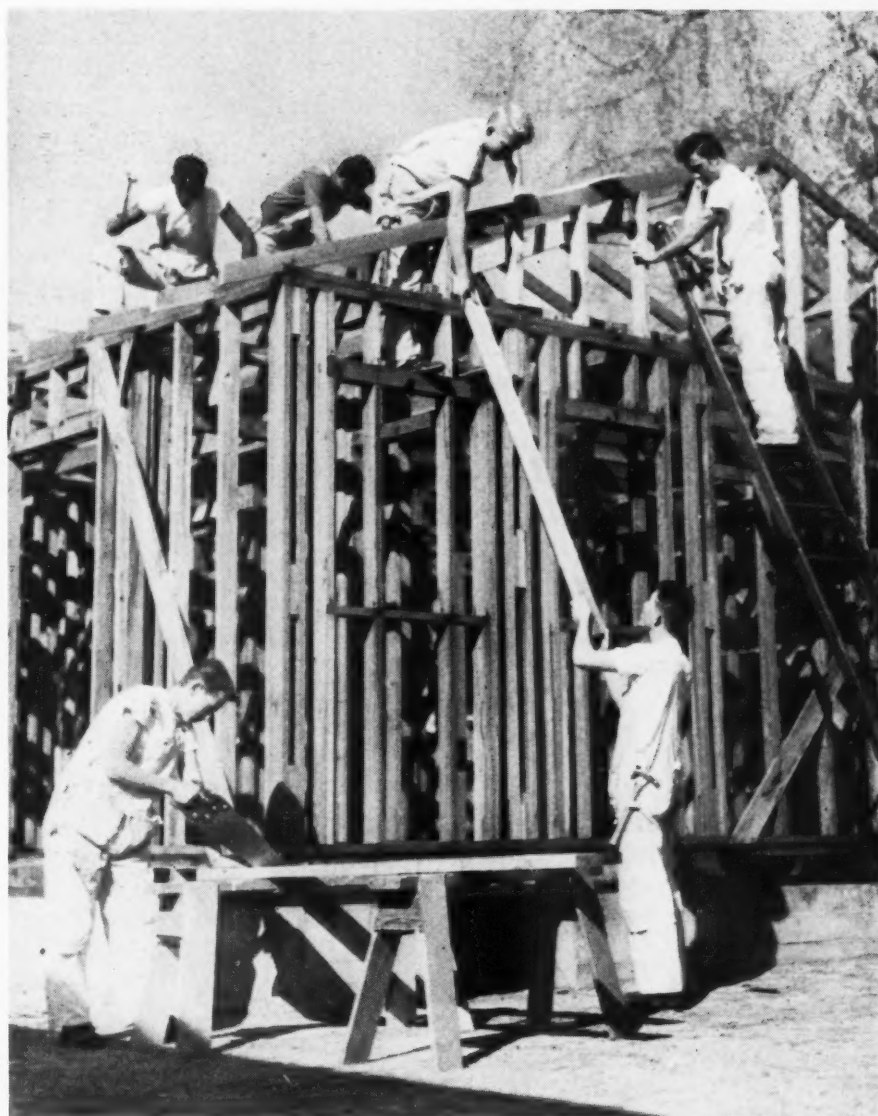
With thousands of new residents making California their land of promise every year, construction of new homes has been a major phenomenon since the war. Construction costs have averaged about four billion dollars a year for the last ten years. Private residential building accounts for about 1.6 billions, with industrial and other non-residential taking nearly a billion more. Highway building takes about 160 millions and other public construction adds up to about 800 million a year.

Construction activity in California leads New York state, second in line, by about a billion dollars a year, and ranges far ahead of Texas, Pennsylvania, and Illinois. Private residential building more than doubles New York's and the total of private construction in the Golden State is more than New York's total of all building. Homes valued at 10 billion dollars (15.7 per cent of the national total) have been built in California in the last decade.

Although commercial and industrial construction cannot keep pace with residential investment, an outlay of 562 millions in 1951 has been increased each year since and averages about ten per cent of the national total in this field.

Growth of Factories

Nothing seems impossible to the men who build. New industrial plants spring from the ground overnight, providing jobs for thousands of newcomers. As a result of this new building, manufacturing has taken a place over agriculture in the state's economy. First in line is the production of transportation equipment, including aircraft and plane parts. But the state still holds first place in the canning and manufacturing of food and kindred products. High on the list are lumber and wood products, petroleum products, stone, clay, and glass, apparel and fabric textiles. Value added after manufacture amounted to \$8,670,-



Students of San Bernardino high school design, construct, landscape, and decorate a two-bedroom modern home. The vocational and industrial arts department coordinates the work of ten classes, giving "on-the-job" experience in home economics, art, drafting, carpentry, cabinet work, wiring, horticulture, and journalism. Each year, as the project is completed, the house is sold at auction and the money goes into a perpetuating fund. Photo courtesy Publications Office, San Bernardino city schools.

400,000 in 1954 and that figure has grown annually, largely due to further expansion of aircraft and electronics industries.

Employment, top factor in measuring the wealth of a community, has passed the five million mark in California. More than a fifth of those jobs are in factories and another fifth in trade. About 470,000 are in agriculture and 316,000 in construction.

More jobs for more people have brought higher incomes. Per capita income to individuals in California was \$2,271 in 1955, more than \$400 above the national level. Total income of Californians has now passed the \$30-

billion mark. Real purchasing power has increased 22 per cent since the war and with more children per family the real family income has increased prodigiously.

School Building Important

We were talking of California's mountain-matching feats in construction and side-tracked ourselves into manufacturing and employment. Let's look again at building—and especially school building. Let's focus on the city of Los Angeles, which is a multiplied version of school housing problems in all urban areas of the state. Its 500-school network—second largest in the world—

can't grow fast enough to house the children. In 1952 and 1955 the people of Los Angeles voted 263 millions for school construction—but an estimated 80,000 pupils are still on double session. An expert with figures said it would take a new 12-classroom school ready for occupancy every Monday morning to keep abreast of the need.

The multi-million-dollar needs of our state university and state colleges (page 26 of our October edition), as well as the \$100,000,000 state school building bond issue, focused public attention on the needs at all levels when voters overwhelmingly approved Propositions 2 and 3 at general election polls last month.

That the schools recognize the important place of the construction industry in California's future may be seen in the vocational education activities in many school districts. San Bernardino and Whittier high schools have classes which design, build, and sell a complete house every year, providing excellent experience in the building trades for young students.

Construction Education

An outstanding example of construction education is in the engineering and technology department at Pasadena City College. There Robert G. Moses, chairman, and Dean Reinhold, instructor and coordinator, have helped hundreds of boys learn by doing in the construction of a complete house every year for the last seven years. Participants spend four hours a day on the project—three on the job and one in technical study—to design, detail, mill, and build a house on campus. The house is then displayed to the public, sold and moved. The building construction class is sponsored by the Pasadena-San Marino contractor's association with the complete cooperation of labor unions and materials suppliers.

An atomic-powered electric power generating plant is being built in the Livermore-Pleasanton area of Alameda county. General Electric is building an atomic power equipment department at San Jose. Steel ingot production at Kaiser, Consolidated Western, Columbia-Geneva, and Bethlehem Pacific is increasing every year.

Who dares say, as we enter the atomic-power age, that California is through with building, that it has constructed its last impossible project? Our mountains are tall but the typical Californian, by tradition and spirit, will always have stature to match our loftiest peaks.

While the "Land of Promise" cover features now being published in the *Journal* may seem both extravagant and provincial, they were designed for a specific application to education and the teaching profession. Subjects already covered include the population boom, significance of transportation and agriculture. The feature concluding on this page describes construction. The series will include discussions of the oil industry, recreation, aircraft, entertainment, and will conclude with the important place of public education in the industrial and cultural growth of California. Readers who find the features, singly or as a series, useful in classroom projects are invited to write me. I shall also be interested in your criticisms and your suggestions for next year's cover treatment.—Editor.



This intent first-grade carpenter at Laurel School, Oceanside-Libby school district, is not yet ready to build a house. But he is learning about safe use of tools, materials used in construction, and the jobs of builders. The schools, even at primary levels, teach the importance of construction in modern economy. Photo courtesy San Diego county superintendent of schools office.



Christmas Carols

and the Claremont Baby

A choir of fourth, fifth, and sixth graders at Claremont elementary schools, dressed in white surplices with large red bow ties, sings the beloved old Christmas hymns, accompanied by a small orchestra and a harp.

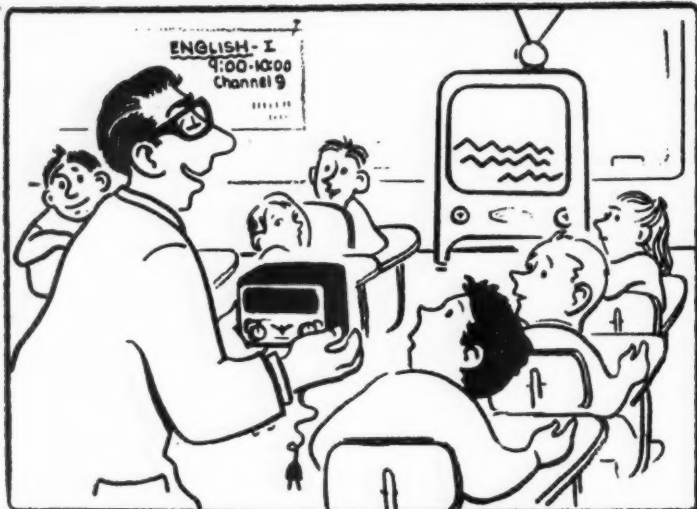
The stage setting of three arched panels in antiqued ivory might have been plucked from an early Italian painting. Children in richly colored angel costumes with golden halos stand with upraised trumpets or holding ancient stringed instruments.

Shepherds and wise men approach with their gifts, pausing before the Nativity group. Following them come representatives of the school's classes, carrying woolly blankets,

sweaters, and other garments for Claremont's Christmas Baby.

The annual Christmas Baby program at Claremont provides an evening of unusual beauty for the community and gives an opportunity to purchase a layette for the baby born in the town nearest to Christmas Day.

This beautiful presentation, typical of hundreds which will be held in California schools this month, enlists the talents of many music, drama, and art teachers. Mrs. Aline Walsh sent this photograph of last year's program, courtesy of Claremont Courier.



Principal: "Your teacher blew a condenser yesterday. Today you will have a substitute."

EDUCATION ... in the TV era



TV Teacher: "This is a book. These are called the covers of the book. These are called pages. . . ."

TELEVISION'S application to public education may someday reach the plateau of acceptability predicted for this amazing medium by its enthusiasts. That it may, indeed, be an effective tool for the master teacher cannot be denied.

Commercial television as we now see it is cause for amusement when considered as an educational device. At least, that is what Sonia and Jim Sheridan thought. Sonia is an art teacher at Encinal high school in Alameda and her husband, Jim, is a graduate student at the University of California in Berkeley. Their first contribution to the *Journal* was a series of cartoons guaranteed to amuse our readers . . . and was not intended to provoke complaints from those who see a bright future for educational TV. Their collaboration on art and gags will be seen in future issues of the *Journal*.



Counselor: "I think you will like this course. It is on for half an hour, twice a week, with one spectacular a month."



"What did you get in English?"
"Aw, I only got to the first plateau."



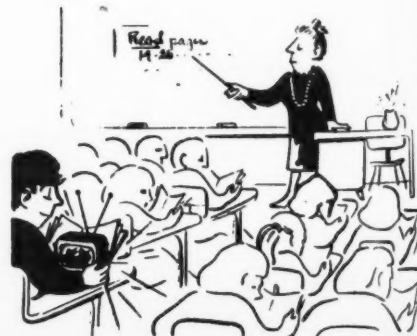
Chairman: "You ah right! We will close our schools before we will install TV with compatible color."



"See that man? He is a talent scout for the 'Passion for Cash is the Fashion' quiz show."



"If Miss Hammerlock knows so much, how come she doesn't win \$100,000?"



Statewide Conferences lead
to action at Legislature on
State support of school needs

School Financing Problems Aired

FROM October 19 to November 13, California educators participated in what surely must have seemed like flashbacks from the past—at least as far back as 1952. Once more the education profession was looking itself in the eye, so to speak, about the financing of public schools in California.

For those who sometimes wonder how are started the large-scale proposals for increased state spending for education, the last few weeks since the opening of school will have provided an answer. The CTA State Financing Public Education committee has been hearing the profession tell of its local, home problems and what hopes it may have for the use of added state funds for schools. What this testimony will add up to is an appeal to the Legislature for added appropriations amounting to nearly the sum which the voters of California approved in November, 1952.

They Reveal Problems

In eight professional hearings, up and down the length of California, the CTA committee has listened to local superintendents, principals, supervisors, board members, teachers and teacher associations lay bare their desperate budget problems. These meetings were invitational affairs in the sense that only those intimately connected with school operation were sent notices about the hearings. There will be a second series of meetings early in 1957 which will be given full public notice and will offer opportunity for all comers to express opinions about school financing.

The recent meetings were planned to give the CTA committee a background of information and advice with which it could initially draft some specific legislative proposals to carry into

action the policies adopted by the CTA State Council last April. Among those policies was a decision to ask the State Legislature to put the state's shoulder vigorously to the task of meeting the costs of operating the schools. This will mean legislative appropriations in addition to the \$180 per a.d.a. required by the state constitution.

The long list of witnesses represented a complete cross-section of the education profession and left in their briefs a thorough catalogue of school problems. These were greatly varied, as may be supposed, but through them ran conspicuously a number of recurring threads.

Bring Up To Date

The panel was repeatedly reminded that it is now four years since the state's share in financing schools—that is, formula-wise—has been examined carefully. The school apportionment law financed by the \$180 per a.d.a. base has been substantially the same since 1953-54. School costs have increased steadily—both personnel and material costs—and will continue to increase as costs in all fields of enterprise skyrocket. For the past four years these increased costs per pupil have been met by higher and higher local property taxes. It is again the state's turn to "pick up the tab."

Scores of school districts within the last two years, in spite of increased taxes from local elections, have seen their entire reserve funds melt away in the face of mounting school costs. Numbers of them have already dismissed special services personnel and have even curtailed vital maintenance and custodial functions. Some have reduced transportation services for all but extreme distances. Many will no

longer be able to sustain the teaching salary schedules they have recently adopted in an effort to attract and hold the teachers they want for their children. New revenues are an immediate and imperative concern.

Shortages Cited

In many districts actual deterioration of the educational program is at hand. Pupil-teacher ratios are moving up to district-wide levels of 35:1 and beyond. Instructional supplies and equipment are nearly on a ration basis, or are totally lacking. There are new schools being opened without needed furnishings, since no money is left for these. One school has a complete physical education facility but can not afford to employ the teachers for this special subject, and the gymnasium stands idle. Others have teachers for P.E., but the children have nothing but bare ground to play on.

The local school people are asking, "If this is a partnership, isn't it time for the other partner to open his purse again?" Virtually all the schoolmen testifying reported local tax rates well above present Education Code limits, with total tax rates on property running past the seven-dollar mark in many cases. These people earnestly believe the state is the next appropriate source.

What could the Legislature be logically and reasonably asked for? First, to get the foundation programs of the apportionment law as close to current, average, regular costs as possible. Do this by taking from these programs the "penalty" of having to carry the costs for transporting children to school, the excess costs for classes of deviate chil-

(Continued to page 28)

"To keep from getting tired, engage in a variety of activities," says this energetic 51-year-old teacher, who finds time to practice his own advice.

Portrait of a Teacher-Mayor

Gladys Eby

STUDENTS of Rialto junior high school proudly greeted their shop teacher last April with, "Hi! Mr. Mayor!" after the 51-year-old Glenn R. Johnston won the Rialto election and became mayor for two years of this rapidly-growing city of 13,000 inhabitants near San Bernardino. Mayor Johnston is regarded now at the junior high school as official "consultant" by social living students and student council representatives who are interested in the problems and organization of city government.

Although Mr. Johnston's election to the mayorship is, in one sense, the culmination of years of active civic interest in his adopted city, it is only the beginning of this man's crusade for more efficient government, and more attention to the needs of youth.

When asked what he hoped to accomplish during his term as mayor, Mayor Johnston said, "One goal has already been reached. Rialto, a sixth class city, has just hired its first city administrative officer. I hope during the remainder of my term as mayor to see the creation of a department of public works, a director of finance, and increased emphasis upon recreational and park facilities."

Glenn Johnston, who came to Rialto in 1944 when the town comprised only 2,500 persons, states that the prediction is a population of 80,000 by 1965.

"There is no question about it," adds Mayor Johnston. "With me, teaching comes first, but teachers ought to take part in local and civic affairs. A man is here to work. Everything you do ought to be constructive, but leave a little room always for some dissatisfaction with your results. Criticism should only serve to make you more careful and more alert."

Has Received Honors

The citizenry of Rialto have not been ungrateful for the efforts of their first citizen, and his equally altruistic wife. Mayor Johnston, in 1955, was awarded a life membership

Mrs. Eby is secretary to the child welfare and attendance department of San Bernardino city schools. She is a life member of the PTA and a former news correspondent.



Mayor Glenn Johnston of Rialto, shop teacher at Rialto junior high school, buys the first poppy from a school girl during Poppy Day drive. Rialto Record photo.

in Parent Teacher Association for his work on the Rialto Recreation Commission (1947-55) and for his founding of the annual All-City Hallowe'en Party. Through the latter effort, Hallowe'en vandalism was not only eliminated, but the venture demonstrated how merchants, individuals, the schools, and city officials could cooperate on a community-wide project benefiting youth.

Dr. John H. Milor, principal of Rialto junior high school for the past ten years, praises Mayor Johnston for his versatility as a teacher. During some of his eleven years at this school, Glenn Johnston taught social living while at the same time coaching athletics and running the shop; in other years he taught math and science. Now, as the school has grown, Mr. Johnston is devoting all his time to the shop. In his native state of Nebraska he at one time temporarily gave up teaching, when teachers' salaries didn't compare with those of carpenters. Through the years he has, in his "spare time," built small houses and duplexes.

Mayor Johnston can look back on a period when he was editor of a weekly newspaper in Loomis, Nebraska, and consequently, he has also taught the publications class in junior high school. When asked if there were anything he hadn't taught, Mrs. Johnston said merrily, "Only home economics!" During the depression and dust storm years in Nebraska, the Johnstons recall, there was one teacher opening which attracted 35 persons, including seven with master's degrees. Mr. Johnston received the assignment without yet having his full degree, and he attributes his success at the time to his "experience and persuasion," both of which traits are still serving him well in his classroom, and in his official civic capacity.

In 1936 Mayor Johnston received his A.B. degree from Kearney (Nebraska) Teachers' College; he took graduate study at the University of Denver, and University of Red-

lands. He left an administrative position in Nebraska schools to come to California in 1944 with his wife (a former teacher) and a teenage son and daughter, who are now both married and following in their parents' footsteps.

"There's not a thing the matter with children today that thoughtful parents can't cure," remarked Mayor Johnston. "Young people need good parents and good teachers. Teachers influence children a great deal more than they realize. Parents are often so busy earning a living and pursuing their own activities that they forget children need to be talked to. There's often not enough liaison between children and parents."

Active Community Life

This "liaison" has been furnished by the Johnstons' leadership, not only in clubs and classes in which their own children grew up, such as 4H, Boy Scouts, youth canteens and church, but later, in adult education projects like square and folk dancing (yes, he's a square dance caller, too!) and in the Community Education Project (radio revival of the "Town Hall" idea). Interwoven with these activities are years devoted to the Rialto Community Chest, Rialto Child Welfare Committee (both of which he organized and founded), a year as president of the Rialto Chamber of Commerce, two years as Sunday school superintendent of the Rialto Methodist Church. Mrs. Johnston is currently president of the Rialto Woman's Club. Nobody should be surprised to learn that Mayor Johnston, who in Nebraska often served as supply minister, has a sermon series on "The Potency of Simplicity—a Layman's View of the Lord's Prayer." Just recently he supplied the Rialto pulpit.

The San Bernardino Teachers Association (formerly City Teachers Club) has made good use of Mayor Johnston's services in several offices and chairmanships in recent years, and members of this group are proud to submit his name to an honor roll in California Teachers Association. For

several years (1946-52) he was Rialto junior high school's representative to the local council; he served as treasurer, 1951-52. He had two responsibilities in 1953-54, that of salary committee chairman and constitution revision chairman. From 1951 to 1954 he was San Bernardino Teachers Association representative to CTA Southern Section. Mayor Johnston is, in addition, a life member of the National Education Association. He has been a CTA member since 1944.

How to Stay Young

It's a trifle bewildering to contemplate how one man, however vigorous he may be, can have accomplished so much in his 51 years. Glenn Johnston has some tips along this line, too: "The way to keep from getting tired is to engage yourself in a variety of things. Shift your impetus; a change of pace is a rest."

As for the future, Mayor Johnston has still other goals. He and his wife would like to have time to travel, first to Europe. He'd like to have time to write a book on interesting things that have happened during his years of teaching. And ruefully he admits, "I'd like to learn something artistic—maybe how to play the piano." He looked at his strong, capable hands wistfully and added, "Only I think my fingers are too stubby!"

Mayor and Mrs. Johnston live in a new, tastefully furnished home which they built themselves. On one wall in the living room is an attractive painting. Mrs. Johnston remarked that she bought the painting but thought it looked "drab" on her grey walls, "so I added some pinks and blues to the clouds to brighten them up." That's just what Mayor and Mrs. Glenn Johnston have done all their lives to the drabness of their surroundings. The result has been a life painting which glorifies its surroundings and gives pleasure to others.

Children's Contributions Make Possible Columbia Restoration

SMALL contributions of California school children have saved the historic Columbia school. Word is expected any day that the restoration crew has moved onto Cemetery Hill in Columbia State Park. Bracing of walls and foundation will put an end to further deterioration of the colorful red brick school built on the Mother Lode by miners almost one hundred years ago.

A check for \$36,500 was transmitted to the State Division of Beaches and Parks on September 10. Officials of the Division of Architecture assured CTA that this sum would cover the cost of all restoration work on foundation and walls. Preservation of the historic structure has been made possible by the contributions of school children in a state-wide project sponsored by the California Teachers Association.

Commended by the State Congress of Parents and Teachers and the State Legislature, the project received enthusiastic support from hundreds of school boards and CTA chartered chapters. The project touched off instructional programs in early California History as school children built models, enacted dramatic productions, wrote compositions, designed art work, and otherwise glorified the rough and tumble days of '49 on the Mother Lode.

Total collections of \$37,500 (including \$1000 which arrived late) fell far short of the \$100,000 goal which will be required to complete restoration. Several school districts not participating in the project last year will conduct a drive this year. The Retired Teachers Association has endorsed the Columbia school restoration and is raising a fund to add to the efforts of the children.

Major finance and legislative pro-



grams of CTA may result in reduced emphasis on the Columbia restoration during the school year of 1956-57. Further plans for completing the project and assuring the complete restoration of the red brick school will be required. Target date for completion is 1960, the year of the old school's centennial.

—WILLIAM BARTON
Public Relations

To Save A Life

Need for driver education
illustrated by citizen
effort to save program at
Whittier high school district

James P. Alexander

IT'S the only class where if a student fails he may lose his life!

And the instruction prepares the student to save his life and join one of California's fastest growing groups—trained automobile drivers.

The state's expanding driver education program is being warmly received not only by thousands of future automobile drivers but by parents, trustees and community leaders.

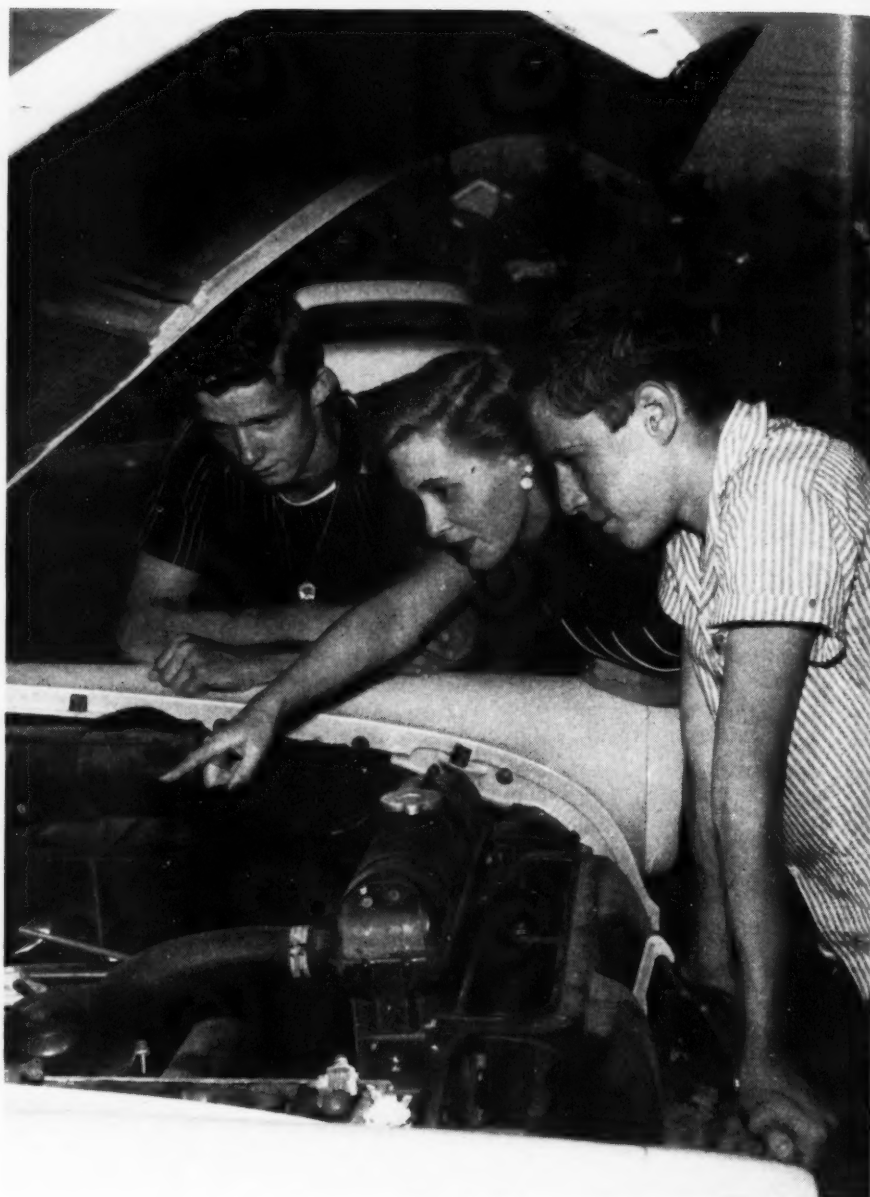
Typical of community endorsements has been the green light given to Whittier union high school district's successful program, one of the state's largest.

Ten years ago Whittier was one of the first districts in California to expand from the classroom phase of driver instruction, which is now a state requirement, to the more thorough "on the road training" with dual-control cars.

In the past five years the program has kept pace with the astonishing growth of the Whittier district, where a new high school has been opened every other year.

In line with the district's policy of offering equal opportunities to all sophomore students interested in learning

Jim Alexander is a journalism and driver training teacher at California high school, Whittier, and a former newspaper reporter and editor.



The lone "woman driver" among the 34 full and part-time driver education instructors in Whittier union high school district is 32-year-old Mrs. Jeanne Johnston. She is shown in photo above by Watson Studios with two California high school students of author Jim Alexander.

to drive, the in-the-car training program required 12 automobiles during the 1955-56 school year. This placed Whittier third in the state in this category.

Three Times Around World

Whittier's cars logged some 96,000 miles as 27 instructors (many of whom drive only one or two periods daily) prepared 1463 students for the job of driving more safely on California highways.

Faced with a record-breaking budget

for four high schools that will house approximately 8200 students during the 1956-57 school year, Whittier trustees in April looked to the driver training program as a possible cutback for budget savings.

They studied the possibility of saving some \$82,000 (approximately $\frac{1}{4}$ of this would be returned during 1957-58 as state support of program) over a two year period by eliminating the costs of leasing cars, gasoline, maintenance expense. They proposed to send 15 teachers back to the classroom

"where they could instruct more students per period."

The news came as a shock to the community. Driver training had made a lot of friends in Whittier, not only with parents but with a large number of adults who had gained licenses through a large late afternoon and evening school program.

Local newspapers encouraged the search for some way of financing the highly successful program. Chamber of Commerce members termed any move to eliminate the program as "false economy." Parents asked if some other economy measures could be found to save the driving program.

Citizens Testify

But the big support for the Whittier program came from local insurance people, who gathered an impressive supply of facts and figures, which were presented at a board meeting.

Insurance companies watching results of driver training program surveys throughout the country have been giving reductions to teen age drivers who have completed successfully such a program.

These savings helped not only young people who found themselves in the highest insurance premium category because of the big accident rate in the past by young drivers, but also gave some relief to Dad's pocketbook.

The Delaware study, which was completed during 1953-54, compares the records of both participants and non-participants in the state's driver education program. The 617 trained drivers were reported with half as many accidents and arrests for driving violations as the same number in the untrained group. And the untrained drivers raced their cars into more than twice as much property damage for a total of over \$80,000 during the period checked.

After a study of all the facts and figures, Whittier's board retained the district's driving program for the '56-'57 school year and directed Superintendent C. H. Wennerberg to find ways of trimming costs without cutting essentials.

Program Is Retained

Once again the community expressed confidence in a school program. When all the facts were in, the public gave its approval.

For school districts who may face a similar problem in the future there is encouragement in knowing that there

has been widespread support during the past several years for driver training programs in the United States.

In addition to the Delaware study, more than 20 other states and the District of Columbia have reported findings that indicate that driver education courses reduce traffic accidents at least one-half, and in many cases much more.

In a pamphlet "Driver Education Proves Its Worth," the American Automobile Association has published many of these survey results. The association also offers other printed publications that include endorsements of driver education by leading officials in California and other states.

A pamphlet "Criteria for Driver Education" published by the National Commission on Safety Education of the NEA offers information that enables both lay and teacher personnel to compare their program with "general characteristics of good driver education programs."

Driver education has become a big business. At least 6,000 high schools are now offering complete courses in driver education including behind-the-wheel training to one-third million students annually at a cost of about \$30 per student.

In Whittier, as in many other districts, instructors must have completed state recommended courses in driver education, safety, and accident prevention. Teachers attend numerous workshops during the year to keep abreast of current developments.

Teachers Must Qualify

"It takes a lot of patience to instruct young drivers, perhaps more than in teaching any other high school course," believes Marion Frasier, district driver education program director. He feels

that building a student's self-confidence is of primary importance and that there is a lot more to teaching driving than just pointing out the fundamentals.

"Teachers of driver training must have special qualifications," Frasier points out, "and they should accept this job with an outstanding driving record themselves, as well as having the desire to improve their instructional methods as they teach."

In Whittier students progress from quiet streets where they learn to control the car adequately to traffic areas where they can apply both classroom and behind-the-wheel knowledge in realistic situations. Students get a thorough grounding in fundamentals and then advance to more difficult maneuvers to do backing, U-turns and parallel parking.

Students receive 12 hours of in-the-car training with a total of six hours actually behind the wheel. The observation time on the part of the "back-seat driver" can prove to be of important educational value, especially when there are only two students in the car at one time.

An important sidelight to the Whittier program is the operation of the late afternoon, evening and Saturday adult education program where more than 500 adults have been trained annually during the past four years. They receive not only the classroom instruction but utilize otherwise idle cars for behind-the-wheel training.

Adult driving teachers find the instruction a bit tougher at times but get lots of rewards for their extra efforts in terms of pupil satisfaction.

As one elderly grad remarked as she pulled away from the curb with a correct hand signal and all, "It's like a bird getting out of a cage. It's great to be free!"

Wear a blue ribbon proudly!

BEST buy of the year is an NEA Life Membership," says Hazel Blanchard of Fresno, California NEA Director.

"With an increase in NEA annual dues, pending final decision at the Philadelphia Centennial convention, the time is right to purchase a life membership at the present rate of \$150. An applicant can pay in easy instalments of \$15 a year."

Mrs. Mary Jo Tregilgas of Palos Verdes Estates, John Palmer of Marysville, and Mrs. Blanchard, California's three NEA Directors, have been speaking widely on the subject of NEA services. They report that life memberships have been coming in almost daily but that this state is still far behind on its quota commitment.

They Reach for the Stars

William C. Odell

WHEN science students of Oakland public schools talk about "Oscar" and "Rachel" they are referring to the two telescopes which they see and use during their field trips to Chabot Observatory. These two telescopes, eight inch and 20 inch refractors, constitute the hub of one of the most extraordinary education field trips in America.

Chabot Observatory probably was the first astronomical observatory to become part of a public school system in the United States. And today Oakland may be unique in having its own observatory of such a size.

Through the stimulation of this observatory, thousands of junior high and upper elementary school students have made astronomy one of their favorite units in science. What student could fail to develop an interest after he has seen Saturn and its beautiful rings or giant Jupiter with its cloud formations and moons? What student could fail to renew this interest through repeated visits to Chabot after the skies have changed? Perhaps during this visit he will see the crater, Tycho, or perhaps the great Alpine Valley on our own moon. It might be winter, and he has come prepared with a blanket and warm clothing, for he will want to see the nebula in the sword of Orion or beautiful, jewel-like Sirius. The youngster is glad that the sky offers an unlimited source of new sights for him.

The history of Chabot contains the names of individuals who had genuine interest in children. From the beginning, the observatory was planned primarily for youngsters. Anthony Chabot, one of Oakland's earlier philanthropists, donated the eight inch telescope and \$10,000 towards the purchase of the 20 inch telescope. Mr. Chabot made these presentations to the Board of Education for use in public

Children of Oakland may study astronomy with the aid of Oscar and Rachel at Chabot Observatory



Two students use the 20-inch refractor telescope at Chabot observatory under the watchful eye of Maurice Phelan, instructor of the Oakland public schools. Photo courtesy Oakland Tribune.

Dr. Odell is assistant professor of education at Sacramento state college and a former instructor at Chabot. He obtained historical data from Dr. Earle S. Linsley, retired director of the observatory.

education. The observatory was built in 1883 at a site adjacent to the old Oakland high school in what is now the business district of Oakland. The eight inch telescope, manufactured by Alvin Clark and Son and bearing the date 1883, was installed and the observatory dedicated. During the dedication it was re-emphasized that the observatory was for school use, but also that the facilities were to be available to the public at least once per week.

In 1884 Charles Burckhalter was selected to take charge of the observatory, and eventually was called director. Some years later he proposed that the observatory be moved from out of the city lights. In 1915 the 20 inch telescope was built and placed on exhibition at the Palace of Liberal Arts at the Panama Pacific Exposition site near Golden Gate bridge in San Francisco. Also in 1915, 13 acres of land were purchased in the Leona Heights district in the Oakland hills, and construction on the new observatory was begun shortly afterwards. (This is its present location.) The next year both telescopes were moved there, and a modest program for school children developed rapidly due to the efforts of Mr. Burckhalter. The program was limited because of the unfinished interior.

Founder Dies

One day in September, 1923, a grass fire spread rapidly through the hills in Leona Heights, burned a number of homes, and threatened Chabot Observatory. Fortunately the wind direction changed rather suddenly, and the observatory was saved. That night Mr. Burckhalter died from a heart attack, but before passing away he gave the "key" to the observatory to Dr. Earle G. Linsley, at that time Professor of Astronomy at Mills College.

Dr. Linsley's first title, by his own request, was "Astronomer and Lecturer in the Public Schools." Later he became director. Dr. Fred Hunter, superintendent of Oakland schools, told Dr. Linsley, "I'm giving you a cup without a handle—you put on the handle." The "handle" which Dr. Linsley put on was a full scale astronomical program for children. During the period which Dr. Linsley directed Chabot (1923-1945) he probably had over half-a-million visitors. He also organized the East Bay Astronomical Society which meets, at the present time, once a month at the observatory.

Considerable research has been car-

ried on at Chabot. The name of the eight inch telescope stemmed from the work of one astronomer, Dr. John Evans. Evans had invented a special form of a spectroheliograph. He humorously called this instrument "Oscar," but later the name transferred to the telescope on which he used the spectroheliograph.

A Long Wait

"Rachel," the name of the 20 inch refractor as indicated by a metal plaque on the telescope, was not due to research. Rather, the name came from the Biblical Rachel as described in Genesis, chapter 29. A number of years elapsed before the 20 inch telescope was installed at Chabot. A comparison was made between this period of waiting and the Biblical account of Jacob's years of waiting before he was permitted to marry Rachel. Appropriately, the telescope was named "Rachel."

The present program at Chabot has been operating since 1947, after Dr. Linsley's retirement. Five outstanding science teachers from the Oakland schools operate the observatory during the evenings of the week days. These master teachers work in pairs so that each is at Chabot two evenings a week. The evening field trips to Chabot are so popular with students and teachers that within a few weeks after the semester begins the observatory is "booked solid" for the entire school term.

An evening at Chabot is a fascinating one. The visiting students, along with some parents and teachers, are greeted at the observatory early in the evening. Two groups are formed and guided through the program—a program of observation through the telescopes, viewing some excellent films on astronomy, and discussing the many models, exhibits, and pictures in the exhibit room. Explanations are geared to the age level of the students, so that one night the orientation might be in terms of space ships, piloted in imagination by the young students of an elementary school, while the next night the discussion might include an explanation of the Foucault pendulum (one of the exhibits) for the students of a junior high school.

The never ending compliments by the citizens and the numerous letters of thanks from the students who have toured Chabot demonstrate the appreciation of one of the brightest stars in Oakland's educational program.

Abandonment Case Cleared by NEA Investigation

Professional teachers remained at their posts, prepared to teach whatever pupils arrived at the elementary school in Clay, Kentucky, during the integration battle, the NEA Defense Commission has learned during preliminary investigations conducted in response to the request from the CTA Personnel Standards Commission.

The CTA Commission in October adopted a resolution pointing out that desertion of classrooms simply because Negro pupils were being enrolled constituted gross violation of the NEA Code of Ethics and asked that the alleged desertion and circumstances be investigated by the National Education Association.

"Both of the teachers who resigned were local ministers as well as teachers, and one was employed by the schools on a part-time basis. Neither was a member of the NEA or of the Kentucky Education Association," Dr. Richard Kennan, Defense Commission executive secretary, reported.

Marvin Dodson, executive secretary of the Kentucky Education Association, pointed out that the principal handled her difficult role in a highly professional manner, as did most of the teachers. "A few who left the school on the first day of trouble but later returned apparently acted more in fear of flying bullets than in opposition to integration of races in their classrooms," Dodson said.

The Kentucky Education Association is the first of the Southern state associations to achieve integration in their own professional activities. Negro teachers there are now members of the Kentucky Education Association.

RAFFERTY AGAIN

The CTA Journal deserves unlimited praise for publishing Max Rafferty's article ("How Doth the Little Busy Bee?", October 1956). It took a great deal of fortitude because his theme runs against the opinion of the majority of today's educators. But it is the truth and should be published. Please print more of the same.

John M. Buchman
Los Angeles



FROM THE FIELD

statewide professional news

TEXTBOOK PROBE FALLS APART

An inquiry into single adoption and state printing of elementary school textbooks conducted by Assemblyman Donald D. Doyle (R, Lafayette) came to sudden halt in mid-November when it was disclosed that a public relations consultant employed by the Interim Subcommittee on Textbooks was also retained by publishers who had refused to lease printing plates to California. In a year of hearings, questionnaires, charges, and counter-charges, the staff of CTA and CESAA had not been consulted. State Council of Education had taken no position in the controversy which hit the headlines. Doyle is chairman of the State Assembly Committee on Education.

SALARIES REACH \$5360 IN STATE

Average salary of classroom teachers in 777 California school districts is \$5,360 per year, according to the results of a survey just completed by the Research Department of the CTA. This figure is based on returns from school systems employing 77,000 teachers. It represents an increase of about \$300 over the average for 1955-1956. Average salary for 45,000 elementary teachers was \$5,096. Average for 26,000 high school teachers was \$5,703; that for 3,300 junior college teachers was \$6,360. The same survey revealed that the lowest salaries being paid by districts to fully credentialed teachers ranged from the legal minimum of \$3,400 to over \$5,000. The typical elementary teacher who is at the bottom of his district's pay schedule is receiving about \$4,100 per year. Lowest-paid secondary teachers get about \$150 more than this. A detailed bulletin on current salaries will be published shortly by CTA Research.

CHARTERS ISSUED

Newest chartered local associations of CTA include the five listed below, as approved by the Board of Directors in October and November: 503—Victor Valley Teachers Association, San Bernardino county; 504—Marin Rural Teachers, Marin county; 505—Jefferson Union Teachers Association, Fresno county; 506—San Lorenzo Valley Teachers Association, Santa Cruz county; 507—The Faculty Association of the College of San Mateo, San Mateo county.

SOCIAL STUDIES WORKSHOPS PLANNED

Eighteen workshops in social studies are being planned for summer 1957 by State Department of Education, in cooperation with colleges and universities. The State Central Committee on Social Studies, including representatives of all levels of education, is charged with recommending a new framework statement for social studies in kindergarten through junior college. Persons interested and experienced in teaching social studies are invited to apply for admission to workshop centers. Lloyd E. Bevans is coordinator of the committee.

YES ON 2 IN 4-1 RATIO

Californians who have traditionally rallied to the cause whenever public schools have needed their support may well "bust their buttons" with pride as a result of the record-breaking vote cast for Proposition 2 on the November 6 ballot.

Proposition 2—the \$100 million bond proposal for aid and grants to school districts for classroom construction—received more "yes" votes than did any other proposal on the ballot. On the basis of almost complete unofficial returns it carried by more than 4 to 1.

The percentage of "yes" votes cast for previous statewide issues and the proposal on November 6 show that each time the favorable percentage has increased. Like this: 1949, \$250 million, 72.8 per cent Yes; 1952, \$185 million, 76 per cent Yes; 1954, \$100 million, 80.07 per cent Yes; 1956, \$100 million, 81+ per cent Yes estimated.

Two great metropolitan areas of the state—San Francisco and Los Angeles—gave record-breaking majorities to Proposition 2. The proposal carried Los Angeles by more than a 5 to 1 margin, for a majority in excess of 1,200,000 votes. San Francisco polled almost the same kind of favorable vote in spite of the fact that the people on the same day also approved a \$27,000,000 local school building bond issue.

The campaigns for all four of the bond proposals beginning in 1949 have been directed by W. Harold Kingsley of the staff of California Teachers Association.

NEA CANDIDATES ARE ANNOUNCED

Jennie M. Sessions of Inglewood and Paul Bjelland of Long Beach have announced their candidacies for the office of NEA director from California. Mrs. Sessions has been active in CTA-SS, CTA-TEPS Commission, and is chairman of CTA Tenure committee. Mr. Bjelland has been active in CTA-SS and is president of Long Beach Teachers Association. State Council will receive nominations for the position which will be vacated by Mrs. Mary Jo Tregilgas next July (who will not run for reelection as she has been appointed to NEA Legislative Commission). It is understood the nomination of Arthur M. Petsch of El Segundo would also be presented to the Council. The endorsement of Miss Elizabeth Yank of Marysville for member of the NEA Executive Board has been voted by the council of CTA Northern Section.

DR. JOSEPH MARR GWINN, president of CTA 1930-32 and former superintendent of schools in San Francisco, died October 18 in Pasadena after an extended illness. He was one of California's greatest educational leaders.

CLAUDE LAMAR REEVES, Los Angeles superintendent of schools, died October 22 at his home in Northridge during convalescence from an operation for brain tumor which he underwent on September 13. He succeeded Dr. A. J. Stoddard as superintendent two years ago, climaxing a 35-year education record. Ellis E. Jarvis, former deputy, is now acting superintendent.

ELMER E. WILSON of San Francisco, western regional manager of Silver Burdette Co., died October 18. An outstanding salesman of school textbooks for many years, he had formerly been a school administrator in Idaho.

Osgood Hilton, operator of Hilton Tours, is on the staff at Vallejo high school and has opened a northern California branch of his travel agency in Vallejo.

California's enrollment of 1100 in NEA Department for Exceptional Children is safely first among the states. (Total membership is near 10,000.)

President J. Paul Leonard said that the gift of \$420,606 to San Francisco State College from the **May Treat Morrison** trust estate will assure a strong and continuing program of chamber music. The new Chamber Music Center will present seven concerts during the year, all open to the public.

Named to the planning committee of the Association for Higher Education is **Dr. Arnold E. Joyal**, president of Fresno State College.

James N. Ewart, director of personnel at Cal Tech, Pasadena, was elected president of the College and University Personnel Association.

Sixteen California boys were among the 53 members from 19 states who were chosen for the **All-American** high school track and field team. Fifteen former California high school boys are on the 1956 **U.S. Olympic** track and field team, now in Australia.

Enrollment in California state colleges was 9,680 greater in September 1956 than it was in September 1955. More than 1000 new academic positions in the state colleges have been filled. To illustrate growth: Long Beach enrolled 7000 this year, compared to 169 in 1949. San Jose began its centennial year this fall with 9000 students, greatest enrollment in its history.

James C. Cherry, superintendent of South San Francisco unified school district, last year sent a contribution to the scholarship fund sponsored by the CTA local association, in lieu of sending Christmas cards to district personnel. This may be an idea acceptable to other school people this month.

California Future Farmer livestock judging teams, at Kansas City in October, made the most spectacular scoring record in national FFA competition when they placed in Gold Emblem class in four of the five types of judging and took Silver Emblem in the fifth group.

Lawrence E. Koehler has joined the staff of State Department of Education as consultant in adult education. He previously served as principal at Alameda adult school, where **Nero Pruitt** succeeds him.

Tholbert M. Honea, former science teacher at Pittsburg high, has been named principal of Pittsburg evening high, succeeding **Joseph B. Muirhead**, deceased.

Reading, a new bulletin for Association for Childhood Education International, has been published. Authors include four Californians: **Grace Garretson**, Whittier; **Margaret M. Heaton**, San Francisco; **Beatrice Termeer**, Little Lake; and **Irene Whitcomb**, Whittier.

Dr. Milburn D. Wright replaced **Dr. Earl W. Atkinson** as chairman of the department of business education at San Jose State. Dr. Atkinson plans to retire in February. **Dr. Albert C. Fries** has been appointed chairman of the department of business at Chico State College.

Teaching Art in the Elementary School by **Margaret Erdt**, music supervisor of San Diego city schools, has been adopted by 84 colleges as a basic text.

Dr. Harold Spears, San Francisco superintendent, has been named to the UNESCO international advisory committee on the school curriculum.

EDUCATION, U.S.A.

..... national professional news

BIOLOGY TEACHERS IN CONFERENCE

High school teachers of biology are invited to apply for an eight-week conference to be held at Michigan State University, East Lansing, June 24 through August 16. National Academy of Science and National Research Council sponsors the conference and National Science Foundation offers stipends of \$1000 for qualified applicants. For details: Div. of Biology, National Research Council, 2101 Constitutional Ave., N.W., Washington 25, D.C. Applications should be submitted by Jan. 31, 1957.

McCLURE IS HONORED

Worth McClure, former executive secretary of AASA, will receive the 1957 American Education Award February 20 at the AASA convention in Atlantic City. Associated Exhibitors of NEA will make the award, which has been presented for "distinguished contribution in the broad field of education" annually since 1928.

Bob McKay, CTA assistant executive secretary and president of NSPRA, flew to Washington October 8 to preside at a luncheon honoring **Dr. Belmont Farley** for 27 years of service as NEA director of press and radio relations. Farley expects to retire at year's end.

Dr. James L. McCaskill has been named NEA assistant executive secretary for State and Federal Relations, thus increasing his responsibilities from director of the NEA Division of Legislation and executive secretary of the Legislative Commission. He will supervise and coordinate services requested by National Association of Secretaries of State Teachers Associations (NASSTA).

Institutions of higher learning face increased enrollments—and they face this crisis paying faculty members an average salary of \$5,243. (See top story on page 16.) A comprehensive survey by NEA Research division showed the Far West average pay for colleges and universities is \$5,758.

A classroom discussion guide keyed to future "See It Now" programs was published cooperatively by NEA and CBS before the showing of "The Secret Life of Danny Kaye" which **Edward R. Morrow** and **Fred W. Friendly** aired on December 2. The famed entertainer had traveled 50,000 miles for UNICEF (United Nations International Children's Emergency Fund) and the camera eye, following him, recorded a wealth of information about children of other lands. Guides for future monthly "See It Now" programs may be obtained by administrators or teachers on addressing NEA at Box 1857, Washington, D.C.

By proclamation of the President and the Governor, 1956 is **Woodrow Wilson Centennial** year and a Federal commission (Interior Bldg., Washington 25, D.C.) has issued detailed suggestions for observance. Birth date of the 28th President of the U.S. was December 28, 1856. Teachers wishing to arrange a special Wilson program may write for the Centennial handbook.

One southern Negro student in nine will attend public school in "integrated situations" this year.

CACE Plans International Meeting for Next April

CTA affiliate interests its members in
improvement of teaching younger pupils.

William H. Newman

OPPORTUNITIES to get up-to-date know-how and advanced professional knowledge will be even greater this year for the 8000 members of the California Association for Childhood Education. The annual study conference of the Association for Childhood Education International will be held in Los Angeles April 21-26, 1957.

The theme "That All Children May Learn" will be pursued in a wide variety of study groups. Each conferee will have an opportunity to participate, contribute, and learn in a field suiting his own special interest.

The week-long program will feature outstanding speakers on timely topics, study-group meetings in many interest areas, visits to schools and other agencies, displays of educational materials, and demonstrations of the "how-to-do-it" of good educational techniques.

California Night will be a highlight of the conference with dinner and entertainment provided for the delegates in each of five locations. The colorful motif of the decorations and the significant theme of the programs will feature the various culture groups of California yesterday and today.

What Is CACE?

What is a quick, easy way to pick out some of the most enthusiastic elementary teachers, those of all degrees of experience who are always seeking ways of improving their teaching? Merely pick out those who are CACE members. They join of their own volition because they seek professional self-improvement and want to contribute their efforts toward improving education. Members find that some of the most fruitful sources of information di-

rectly useful in their classroom work are the meetings of the local, section, and state CACE.

CACE is an organization working for better education and well-being of children in local communities in California and for children everywhere through its affiliation with the International Association. The membership consists of teachers and other school personnel, students in education, parents, and community workers interested in children between the ages of two and twelve.

Goals Are Impressive

Primarily the members try to increase their own professional knowledge about children and teaching through programs of their local branches. For many, the highlight of a year's membership in the CACE is the annual state study conference (re-

COUNCIL TO ACT ON BY-LAW AMENDMENT

At the State Council of Education meeting of December 8 the following "proposal Number 1" for amendment of Sec. 2, Art. V of the CTA By-Laws will be submitted for action. The proposal is to add to the Section this new paragraph:

"In no event shall the total number of elective representatives exceed 300, and if application of the formula provided in subdivision i would result in a larger number of elective representatives than 300 to which each Section shall be entitled shall, as nearly as may be practicable, bear the same proportion to 300 as the total number of active members of the Section bears to the total number of active members of all Sections."

placed this year by the international conference). The inspiration of fresh ideas from the meeting has added new life to the routine of many classrooms. Other purposes include the promotion of understanding of the values of childhood education and informing the public of the needs of children and the schools. The group studies legislation affecting children and schools and makes recommendations. Members take active part in teacher-recruitment activities. There are student branches of CACE at Long Beach State College, the University of California at Santa Barbara, Fresno State College, and San Jose State College. CACE scholarships were conferred upon promising students in education in two California colleges. CACE is formally affiliated with CTA.

State committees and local branches conduct research and prepare materials for the improvement of education. Currently a state committee of CACE is working with the California State Department of Education on an evaluation of kindergarten education throughout the state. The CACE has published four valuable filmstrips depicting in attractive color a good day in the kindergarten and grades three, five, and six. A descriptive transcription by Helen Heffernan accompanies each filmstrip.

Local Branch Activities

The most meaningful and down-to-earth accomplishments of the organization are at the local branch level. Five to ten meetings a year are arranged by each branch. The programs include lectures of informational and inspirational nature, panel discussions, small study-group discussions, classroom demonstrations, exhibits, field trips, and sociodramas. Many practical workshops are offered featuring the latest in ideas, techniques, and methods for direct application in the classroom. They are often divided into sections, each covering a separate phase of the curriculum.

International Cooperation

CACE has its parent organization in ACEI. In addition to the sponsorship of the annual international study conference, the ACEI exerts outstanding leadership in the field of publications. These include the journal *Childhood Education*, numerous pamphlets and bulletins, and the *Umbrella Books*. ACEI works closely with many national organizations on federal legislation affecting children.

Mr. Newman, a teacher in Bakersfield, is CACE publicity chairman.

Is It Legal?

How does the law apply to teachers and teaching?

Here is some good advice on how to avoid the legal pitfalls of our profession.

Gladys M. Henry

IN teaching, as in other phases of life, the rights and privileges of people are protected by law, and most teachers are woefully ignorant of their legal status. Techniques in human relations may be covered in some teacher education courses, but they cannot be learned by rote. Their application is dependent on the human element and individual interpretation. If this were not true, the Golden Rule would be the only guide we would need for human relationships.

Most school law courses are on the graduate level, for candidates for administrative credentials. Most teachers never study the subject formally. Fortunately for most, the majority of parents do not fully understand these laws, either. For if they did, the thousands of teachers who not only disregard the Golden Rule but who break the law daily, would have a rude awakening.

Don't Mistreat Pupils

You hear of teachers every day who keep children indoors at recess, yet this is illegal (unless, of course, the weather is a threat to health.) Depriving them of a free noon hour, keeping them more than an hour after school, and causing them to miss school transportation comes under the same law.

You see children grabbed by the arm, or shaken by the shoulders. You hear their teachers refer to the slow reading group, in their presence, in a manner that cannot help but convey the teacher's low opinion of the pupils' mental powers. Yet any physical or mental suffering caused a child is a misdemeanor under the Penal Code. Names such as "dumbbell," "stupid,"

or insinuations as to the honesty or cleanliness of a child could cause the teacher to be sued for libel or slander.

What Does Board Say?

Although the Education Code does not forbid corporal punishment, each school district has its own policy as to physical punishment. It may be a written or unwritten code. Do you know what the code specifies in your district? If punishment is permitted, who is permitted to administer it and under what circumstances? Make sure of your ground if you are tempted to act in haste. As for mental suffering, guilt might be debatable and a teacher might be vindicated, but a teacher involved in legal proceedings over such a point is not a public relations asset to any district.

If a teacher is not at her assigned post at the designated times, a lawsuit might easily result. The most obvious cause of such a suit is through playground accidents. But injuries also occur in corridors and classrooms. If your district has accepted the state policy of teacher attendance in the classroom one half hour before school opens, you are guilty of negligence and may be sued if an accident occurs when you are absent. The same point applies if you step out of your class and leave the room unsupervised, or if the pupils you have kept after school get into difficulty while you are elsewhere.

Can You Banish Child?

If your idea of punishment is "banishing" the offender to the corridor, while class goes on, you may be in real trouble. The mischief he creates while unsupervised, the drafts he sits in which endanger his health, the strangers who might chance upon him to do him harm, all these are your responsibility. A child under your supervision is your complete responsibility. You may be sued if anything happens to him, and if negligence can be

proved (and you are negligent if you are not on duty or have removed your charge from your presence) you may lose a considerable sum of money.

Field Trip Boobytraps

Suppose you plan to take your children on a nature walk, or to a library down the street. You don't think of it as a field trip because you're not riding the bus. But all the conditions which apply to bus trips apply here. And on a field trip, a teacher is required to have a first aid kit in her possession, or immediately available. If a child is hurt and you are not able to give him quick attention, you are breaking the law. And at any time you give first aid which is improper, and further contributes to the injury, you may be sued. Of course, if you give any first aid treatment to a child whose parents have filed a religious exclusion permit, you are in further trouble.

Suppose you've been assigned to evening duty—in addition to teaching during the day. Is this legitimately your duty? Yes! The board may assign any such duties providing they are not discriminatory or punitive.

File Required Reports

Everyone hates paper work. And let's suppose, in addition to all the regular reports, you are asked to do a special one. You feel it will take considerable time and you question the need for the report. May you refuse? No, not if you want your final salary warrant! All reports requested, plus a complete register, must be in, or your last month's salary may be withheld.

Is the law ever on your side? Yes, indeed! Take the famous "Vermont Cow Case," for example. Your protection from abuse in the hearing of pupils stems from the legal decision following the incident of a teacher suing because pupils paraded a cow past his home, calling it loudly by his name.

Suppose you're politically minded. May you run for office? Yes; however, the extent of your political activity is one for exercise of good judgment. Certainly a teacher has a right to vote, and as a teacher should set a good example.

The sources of law affecting teachers are many: Federal and state constitutions, state education codes, rules of the state board of education, rules of the county superintendent, district regulations, and judicial decisions. To be familiar with all of these is almost impossible for most teachers. How can you learn those things which are most

(Continued to page 32)

Miss Henry is a fifth grade teacher at San Antonio school, Ontario school district. She shares authorship with Dr. Emory Stoops, associate professor of education at the University of Southern California.

What I'd like to know is—

Professional questions answered by HARRY FOSDICK, Secretary of CTA Commission on Personnel Standards.

Cordial Order

Q. The following bulletin was distributed to all faculty members recently: "All members of the faculty are urged to attend home football games. Your presence in the grandstand is a major factor in 'school spirit' as well as some pressure towards 'social control' of the student group. Bring your families and enjoy the games! If you find it impossible to attend a particular game, I would appreciate a note before game time." (Signed by principal) Isn't this a forced cooperation beyond the reasonable duty assignments of a teacher?

Ans. The final sentence certainly adds an "or else" tone to the request. Knowing that I have a rather strong personal prejudice that interscholastic football games are made into more-or-less commercialized circuses with little relationship to the educational functions of schools, I tried this bulletin out on several administrators I've met since receiving your inquiry. All agreed that the wording constitutes a threat that a teacher's failure to do more than the principal could legally require might result in punitive action.

Courts have ruled that boards can require teachers to perform reasonable assignments of supervision of school activities outside of school hours. They have not ruled on whether or not it is reasonable to conduct school events which require mass supervision on evenings or holidays. I enjoy sports and student stage productions and I used to like to see my students perform, so I was there, but I'm afraid my enthusiasm and probably my presence would have been lost if I had received such a "cordial order."

Return to Duty

Q. One of our teachers suffered a nervous breakdown, but her doctor is pleased with her recovery and believes she will be completely recovered and ready to return to her position shortly. Is there some legal requirement which

she and the Board must fulfill before the Board can permit her to resume her classroom duties?

Ans. There's no specific requirement in the Education Code to dictate how a governing board shall determine the fitness of a teacher to return to duty after illness. It does give the board power to require medical certification of recovery, but any such requirement would be met by the statement of her attending physician unless the teacher had been legally committed to a mental institution. Even then, her release from the institution and certification of fitness by a competent medical authority would suffice unless the board distrusts the competency of the teacher's doctor.

Distributors

Q. Is it legal for a private business enterprise to way-lay children leaving school at 3:30 on their way to the bus and distribute handbills to them? In this case, the distributor stood on the public sidewalk in front of the school, but it was necessary for the children to pass him to get to the school bus.

Ans. The legality rests on local ordinances and district policy. Since the children still were the responsibility of the district while passing from the school to the bus, the distribution of handbills could have been stopped by school officials as an interruption of school. If the city or county has laws governing distribution of throw-aways, these also would apply. Beyond this, the school faces a public relations problem. It's unlikely that the principal, teachers or parents would have any objection to the pupils receiving the specific handbill distributed on this occasion beyond the general nuisance factor. We all could easily recall some types of commercial promotions beamed at children which the school would be unwilling to sanction. It would appear to be a much wiser policy to prevent any commercial solicitation of pupils or distribution of advertising to children while they are in the custody of the school.

Salary Classes

Q. If a salary schedule is adopted for the first time in a district, do all teachers (old as well as new) fall into their correct classification? If the schedule is adopted in June, does it apply to teachers who have signed contracts at lower figures in May?

Ans. When a district adopts a new or revised salary schedule, it is customary and proper for all teachers to be placed on the schedule in accordance with the policies for its implementation. That is, they would be placed in the classification to which their preparation and years of service entitle them.

For a variety of reasons, mostly economic, some districts do place a limit to the amount of increase in salary which any employee may receive in one year. In those cases, teachers placed below their proper place on the schedule receive the maximum raise each year until they are properly classified. Most of us dislike this practice and consider it unfair, but it's not unusual.

In a few districts—and fortunately this practice is becoming increasingly rare—each teacher is placed at the salary level next above the amount he received the past year and progresses from there. To do this, the board must so provide in the adopting resolution or in the regulations. Such a procedure certainly should be discouraged by every possible means.

Your second question is more difficult. If the contract contains a clause permitting the district to increase salaries, it would be normal to grant the increase as provided in the new schedule. Many contracts stipulate a tentative amount and add "or as provided in the district salary policy." It is possible, however, that a board with inadequate concern for staff morale might be able to enforce the terms of the contract as signed, even though it results in clear-cut inequities. I hope your board does not take that attitude.

As an added service to *Journal* readers, an annual index of the contents of Volume 52 (1956) is printed on pages 34-35-36 of this edition. Normally, such indices are mimeographed and made available to those who request them. This year, for the first time, it is made a part of the final number of the year. In order to provide space, the usual editorial pages were dropped.

Miss Hunter is a Los Angeles teacher who transferred from a district where parent conferences were a scheduled part of the reporting plan.

Teachers Need Parents

Classroom teachers sometimes become so intent on their work with children that they underestimate the importance of parent contacts.

Madeline Hunter

TOO many times, a teacher tends to generalize from one unhappy experience with a belligerent father or an uncooperative mother, and becomes bitter and defensive towards all parents. She forgets the quiet army of "daddies" and "mommies" who stand staunchly in back of all of us, supporting and reinforcing all our work with their children.

Literally millions of contacts are made daily between teachers and parents who are working toward a common goal in Johnny's growth and achievement. And that is as it should be, for no other groups in our society have such a basis for friendship and cooperation. Johnny's success is the most important goal in life for his parents, and the most important goal in her profession for his teacher. Both groups want the same thing for Johnny but often they say it very differently.

"We want him to behave himself," say mom and dad and, "We want a well adjusted, self controlled individual," say the educators. They sound inconsistent — but they mean the same thing. Sometimes dad doesn't understand that the same boy who kicks, drums, squirms and drives him crazy at the dinner table needs to get up and sharpen his pencil in the classroom, stopping to look at the science table on his way back to his seat. (When dad was a boy, "you had to have permission to just wander around the room.") This short interval of activity will enable Junior to remain at his desk quietly while he finishes his arithmetic. Understanding this type of discipline

and control used in today's schools helps dad excuse the "wiggle worm" from the table from the time he finishes his main course until the dessert is served, thereby saving the digestive process, to say nothing of the sanity of the whole family.

Full cooperation and communication between home and school will take off many of the pressures of "being good" and make it easier for a growing, active boy to conform to the standards of adult society.

Exchange of Ideas

Almost all parents are anxious and grateful to have this help from the schools. Living with children is not exactly a restful experience for the best parent or teacher and the latter who shares her educational "know how" with parents earns their undying gratitude. In return, they can give her information on out of school environment and home situations, thereby making her teaching easier and more effective.

When misunderstandings arise, it is usually the result of either a teacher or a parent sensing their failure to produce desirable growth in a child. The sting of this failure smarts even more because each feels he should be competent in this area and is afraid the other will suspect he is not. Teachers must realize that if the parents had any idea of what to do to correct Johnny's problem, they would never send him to school in the "shape he's in." Teachers might also bear in mind that if the solution were a simple one they could apply it themselves and not annoy parents by re-

questing help. Likewise, parents should consider that if thirty other children in the classroom have learned to read and spell, the fault can not lie with the teacher or school if their child failed to meet standards.

Many a bristling hostility has been dispelled by a simple note or telephone call with a sincere appeal for help and a candid admission of unsatisfactory results to date.

One teacher who had been feeling guilty about her lack of success with a boy, sent home to what she believed were critical parents, a frank appeal for help. "We can't do a thing with him either," came back the cheerful answer. "Let us know if you find anything that works, and we'll use it too!" Out of these communications grew a warm friendship with three determined adults concentrating on one small boy. You could guess the results; gradual but sure growth and success both at home and at school.

The fact that a child is so reluctant to have his parents learn of difficulties at school, demonstrates that the parents are supporting the school, not sympathizing with him. Parents and teachers both set such high standards for themselves that they sometimes become disturbed if they do not achieve 100 per cent success in all of their endeavors. A realistic outlook would make them realize that such perfect record is impossible to achieve when working with children, and each will have to contribute his best efforts for a good score.

Communication Necessary

Constant communication between home and school is essential for the satisfactory academic, social, and emotional growth of a child. A conscientious teacher or parent will plan periodic "get togethers." However, parent conferences scheduled for the entire school district insure the best results.

Teachers and parents should be the best of friends, with children as their common meeting ground, but often a parent is ill at ease and afraid of making a mistake in English, while the teacher is hurt and defensive over unwarranted attacks.

As these two meet often and realize

the contribution each has to make to the welfare of Sammy or Suzy, a deep respect for the other develops. Parents are no longer critical when they become aware of the immense responsibility assumed by the teacher for each child. They then sense the amount of individual planning done not only for their own child, but for all children under the guidance of a modern teacher.

They become grateful for the extra help given to the belligerent boy down the street, for as he becomes accepted and successful at school he is no longer a neighborhood menace. They are sympathetic with the shy, retiring little girl who takes so much individual encouragement by the teacher, knowing that as much effort is being devoted to their child in the area of his needs. Through these meetings they become satisfied, aware that the goal in modern education is the maximum development for each child, rather than special privileges for a few.

The teacher reaps even more benefit from these conferences. She becomes infinitely more successful with a child when she takes into account factors in his out of school environment. Knowing of the impending arrival of a new brother or sister, a teacher can help a child adjust to the situation. Giving extra attention to him when mother is in the hospital helps him weather an emotional storm. Causing him to see why a disciplinary action of father was fair and just, is just as essential to his school achievement as helping him overcome his academic weaknesses.

All of these "at home" influences directly affect his attention and alertness each day at school, and no one can successfully teach the 3 R's without taking them into account. Therefore, a teacher can produce superior results in the academic field when she works hand-in-hand with parents, and together they present a secure world in which Johnny can grow, rather than opposing forces which tear and pull at him.

As parents become aware of how necessary they are as educational allies, they realize they are welcome co-planners of their child's educational program. They find the teacher is an equally effective ally in helping to solve the myriad problems that arise in family life. Most of all, they find that educators are anxious to join the home-school team, and deeply grateful for the trust accorded them as well as the privilege of working with tomorrow's citizens.

CALENDAR *of coming events*

DECEMBER

- 6-8—California School Boards Association; annual conference; San Francisco.
- 7-8—STATE COUNCIL MEETING; Ambassador Hotel, Los Angeles.
- 7-8—CSTA council meeting; Los Angeles.
- 8—CTA North Coast section; executive committee meeting; Los Angeles.
- 15—CTA Central Section Advisory Board meeting; Fresno.
- 26-29—NEA Speech Association of America; annual national convention; Chicago.
- 27-29—NEA National Council of Teachers of Mathematics; 17th Christmas meeting; Jonesboro, Arkansas.
- 27-30—National Science Teachers As-

sociation; winter conference; New York City.

JANUARY

- 2-4—State Board of Education meeting; Los Angeles.
- 4-5—California Agricultural Teachers Association; governing board meeting; Fresno.
- 5—CTA Central Section classroom teachers; regular meeting; Fresno.
- 9—National Citizens Commission for the Public Schools; annual dinner; New York City.
- 11—CTA Southern Section, department of classroom teachers; Los Angeles.
- 12—CTA Bay Section council meeting; Berkeley.
- 12—CTA Southern Section council meeting; Los Angeles.

CEC Grows . . . 82 clubs now in State

CALIFORNIA Education Clubs are now located in 82 towns of the state, according to Dr. Charles Hamilton, adviser of CSTA and CEC. The clubs are composed of high school students who plan to make teaching a career.

Previously published in the *Journal* were the names of the first 35 chapters to receive charters from California Teachers Association. The balance of the charter list is printed below, with charter number, club name, institution, and town:

- 36, Chalkbreakers, Pacific Grove High School, 935 Forest Avenue, Pacific Grove
- 37, Teen Profs, Pomona High School, 650 East Holt Avenue, Pomona
- 38, Future Teachers of America, Clovis Union High School, 901 5th Street, Clovis
- 39, Rod and Ruler Club, Manteca Union High School, Manteca
- 40, Teachers for Now and Tomorrow, Wasco Union High School, P. O. Box 428, Wasco
- 42, Kerman Future Teachers Association, Kerman Union High School, Madera Avenue, Kerman
- 43, School Marms and Masters, Elk Grove Union High School, Elk Grove
- 44, Roosevelt Education, Roosevelt High School, 4250 East Tulare, Fresno.
- 45, Future Educators Club, Oxnard Un-

ion High School, Fifth and H Streets, Oxnard.

46, TNT (Top Notch Teachers), Bin 817 Delano Joint Union High School, Delano

47, Future Educators of America, Sonora Union High School, Sonora

48, Future Teachers Club, Downey Senior High School, 83521 East Firestone, Downey

49, Three R's, Folsom Union High School, Bidwell at Riley, Folsom

50, Ike Eisenhower Club, Bell Gardens Senior High School, 6119 Agra Street, Bell Gardens

51, Future Faculty Club, El Monte High School, 712 South Tyler, El Monte

52, Future Teachers Club, Baldwin Park High School, 3900 North Puente Avenue, Baldwin Park

53, Cloverdale's Aspiring Teachers, Cloverdale Union High School, P. O. Box 6, Cloverdale

54, Tomorrows New Teachers, San Jose High School, 275 North 24th Street, San Jose

55, Stars, Acalanes High School, 1200 Pleasant Hill Road, Lafayette

56, Professors of Tomorrow, Fortuna High School, Fortuna

57, Chico Education Club, Chico Senior High School, 1000 Esplanade, Chico

59, "Clari Educatori Cognitoris," Galt Joint Union High School, P. O. Box 337, Galt

(Continued to page 33)

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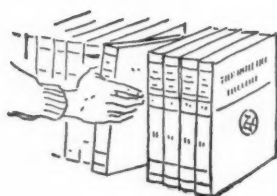
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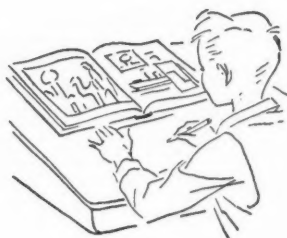
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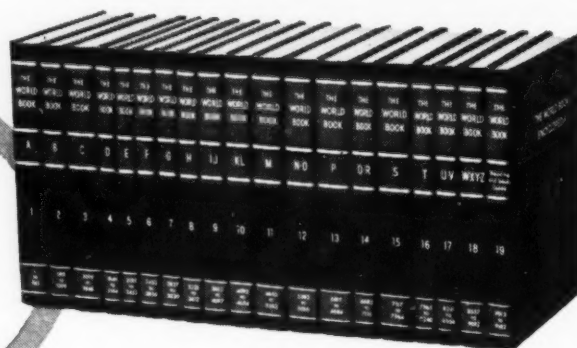
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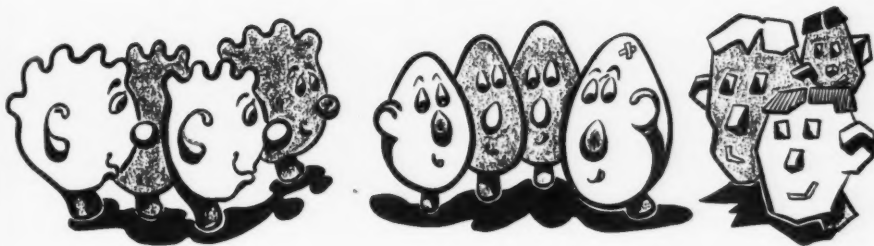
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Let's Educate the Eggheads

Overcrowded classes reduce our efficiency in helping the gifted pupil. But we cannot afford to by-pass superior brain-power; we must select, accelerate, and reward the young people who will be the leaders of tomorrow.

Robert E. Huffman

PUPILS, like Gaul, are divided into three groups: egg-heads, muddle-heads, and knot-heads. To the earnest teacher, no one of these groups is more deserving of conscientious instruction than another.

In view of the international crisis, however, the egg-heads have become the most strategically important of these groups. From their ranks come leaders, creators, skilled producers.

Today, U.S. government officials, industry and the military bewail a shortage of scientists, engineers, skilled leaders. A national magazine produced a chart which showed that Russia graduated 66,000 more scientist-engineers in the past ten years than did the United States.

What was more startling about the graph was that in 1953 the two countries were approximately equal in education of trained personnel. But, by 1955, the American output was some-

thing less than 40,000 while the Russian effort produced approximately 65,000 each year. The difference was increasing.

What can be done? This seems a foolish, a rhetorical question. Administrators and teachers are well enough trained to solve the problem. The question is, will they act?

The solution lies in three words, assuming only the notion of the best democratic education with equal opportunities for bright and not-so-bright pupils.

These words are: Select; Accelerate; Reward.

Selection of bright pupils for an education equal to their abilities will raise the greatest hue and cry. "This is not democratic," will be the accusation leveled at selection.

The greatest Teacher once cried out, "Oh, ye of little faith!" It remains a piercing cry. Surely teachers are capable of instilling democratic principles in the intelligent as well as the muddle-headed? Or the knot-headed?

And if it is democratic to offer equal

opportunity to all, is it democratic to deny to the intelligent the opportunity to develop their abilities? Now they must slow down in order not to overrun the muddle-heads, the knot-heads!

The loss is not only theirs, it is democracy's!

Finally, what is the democratic compulsion for mediocrity? What is the origin of the notion that the less education for some, the better for democracy?

Accelerate.

Once the selection has been made, qualified administrators working with qualified teachers in special fields should be able to organize streamlined programs. There is reason to believe that qualified teachers can prune social and cultural heirlooms with as much profit as the engineers and scientists. It should be noted, as a starting point, perhaps, that the two greatest political notions have originated within the last 200 years; the most rapid technical and scientific advances have been made within the last 100 years. Almost re-



gretfully it can be observed that there has been little improvement upon *The Sermon on the Mount*. This is somewhat older.

Reward.

Superintendent Gray in Escondido has successfully demonstrated a technique for accelerating and rewarding learning. In this scientific age there are, doubtless, other skillful ways of producing results in learning. The teachers have the skills, provided they are given opportunities to demonstrate these skills with selected groups.

If complacency is shattered, California, as usual, could lead the way, for, as the Good Book says, "Ye are the salt of the earth." But salt, to retain its savor, requires increasing refinement and dehydration; watering-down will not do it!

Dr. Huffman is an art instructor at Stockton College, yearbook adviser, director of athletic publicity, and a reserve officer in the Marine Corps.

St. Nicholas started a famous tradition with simple gifts...



Today's Santa Claus must supply millions of varied gifts.



NEED MONEY FOR CHRISTMAS?

St. Nicholas, the archbishop of Myra (300 A.D.) is best known as a giver of gifts... the predecessor of Santa Claus. From the agricultural economy of his age, logical gifts were fruits and crude toys... birch rods for bad children.

Today's Santa Claus is a symbol of generosity and the bearer of a multitude of shiny, often expensive gifts.

Keeping-up with Santa Claus usually puts a strain on the budget, and most of us need extra cash for gift buying. If you need money for Christmas, see PF right away... as your friends and neighbors do. Check your phone book for the PF office near you.

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AUDIO-VISUAL AIDS

A department on teaching films
conducted by H. Barret Patton

BACKYARD HISTORY

Building this great State of California was a long and difficult struggle. Every section provides interesting and glamorous history if the teacher and class can but find it. Sometimes when there is little organized material available, it is necessary to dig out these interesting and enlightening events.

Coronet Films, distributed by Craig Movie Supply Co., 1053 Olive, Los Angeles, or 149 New Montgomery, San Francisco, has a film called "*History in Your Community*," 15 minutes long, suitable for junior high and priced at \$68.75 (Black and White). This film is about a class of eighth grade students who discover, when they begin to look, read, and ask questions about the history of their community, an old elm tree, an abandoned well, and early tombstone inscriptions. These assume historical significance as the students learn that their community's history is closely related to our country's. Their method of historical exploration can be adapted to any group in any community.

California's colorful history influences every phase of our present-day life. Ford Motor Company illustrates this in their film, "*Highway by the Sea*," a 15-minute color film, distributed free from 4303 Telegraph Ave., Oakland.

This motion picture ballad tells of the highway that follows along the shore of the ocean. The 18th century Franciscan fathers didn't know it, but their famous California Mission Trail, El Camino Real, blazed the path which is now Highway 101, running from San Diego through Los Angeles, San Francisco, and ending at Sonoma.

This film ties the old in with the new to make us realize our dependence on the past.

OTHER HELPFUL AIDS

Many of the interesting things collected may be displayed on bulletin boards. The booklet, "*Bulletin Boards for Instructional Purposes*," authored by Henry R. Hansen and Lelia T. Ormsby, which may be ordered from Henry R. Hansen, 4612 Oxbow Drive, Sacramento, may help in the effective use of simple, uncluttered, and inexpensively contrived bulletin boards. The cost of the book is \$1.25, plus tax.

The booklet is divided into five parts: (1) What Bulletin Boards Are For; (2) What Makes a Good Bulletin Board?

(3) Instructional Features Worth Special Effort; (4) Don't Try Too Hard; (5) Appendix.

A new business, the Practical Aids Company, Estacada, Oregon, makes effective aids to teachers in the fields of elementary social science, science, and arithmetic—items not usually obtainable at regular school supply houses and scientific companies. Aids consist of kits of samples of natural resources such as rocks, woods, minerals, farm products, building materials; illustrative arithmetic materials made of wood, such as triangles, circles, geometric planes and solids.

There are science kits geared to the different grade levels, planned to meet the experimental suggestions of leading elementary science texts. A list of items and prices is obtainable from the producer.

SECONDARY FILM FOR BUSINESS TRAINING

A new 16 mm. film now available for public showing has been produced by the Goodyear Tire and Rubber Company, Inc., Akron 16, Ohio. "*Take an Order*" pictures the unprecedented growth of the American economy over the past twenty years and the part American business has played in this expansion; also it indicates how Mr. and Mrs. John Q. Public have been the major factors in bringing about the many great changes in our system.

Requests for this film should be sent to the Goodyear Tire and Rubber Co., Audio-Visual Dept., Akron 16, Ohio. To insure prompt delivery, be sure to give the company at least three weeks' advance notice of your first and second choice show dates. The film is not cleared for television showing.

UNITED NATIONS FILMSTRIP

One of the recent climaxes to our state's illustrious history was the part it played in the United Nations.

Conrad Calvin Rankin, 2035 Geri Lane, Hillsborough, Calif., has produced a new 35 mm. filmstrip in color, 56 frames, at \$3.50, designed for sixth, seventh, and eighth grades. The filmstrip pictures a typical eighth grade's classroom development of participation in a United Nations project. The races and nationalities in the world organization are illustrated by the use of maps and pictures of diplomats, and its organization is graphically explained.

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A113-5 ULYSSES AND CIRCE—Homer's epic in which Ulysses' men are changed into pigs, but all ends well. (38 frames.)

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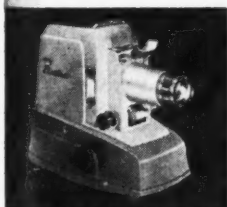
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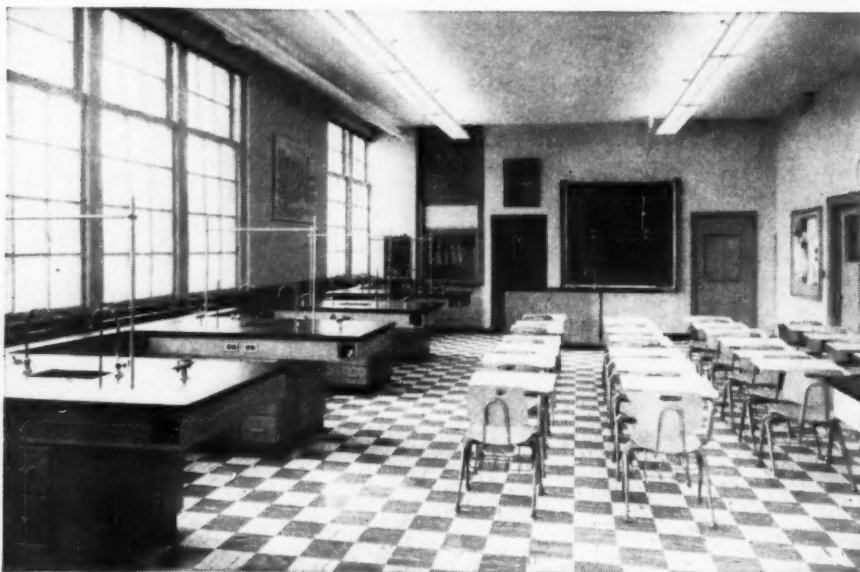
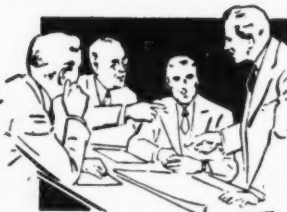


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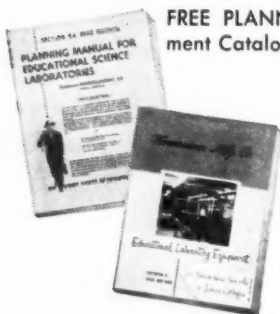
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SCHOOL FINANCING . . .

(Continued from page 9)

dren, the cost of the "artificial growth apportionment" which does not add state support for this year's new children, but takes from the money supplied for last year's children to cover the attendance of both groups. In other words, "free" the \$180 of state aid for last year's child to go almost entirely to pay for educating last year's child who has arrived at school this year in a regular class.

Second, to place the financial support of growth in attendance, of high costs of special classes for atypical children, and of costs of transporting children on such a basis that there will not be deficits in these aids to school districts. Placing these aids outside the limitation of the \$180 expenditure could achieve this result.

Third, to use the added state funds in the wisest way possible to reduce the feeling of bitter competition between schools and school levels over the distribution and sharing of state aid. This will be the task for a Solomon, and the CTA committee has to assume this role whether it likes to or not. This problem was one of the strong reasons for the hearings and those which will occur early next year.

Local Campaign Burden

Fourth, to give the local districts a freer hand in their own destiny by either raising substantially the present local tax limitations or removing them entirely. Many superintendents indicated that their communities were tired and full of tensions that formerly did not exist, largely because of the repeated local tax and bond elections and the constant campaigning that has occurred in the last few years. Boards and administration were willing to let their tenure of office stand or fall at regular board elections on the issue of level of school spending, if they were allowed to run the risk.

The recent meetings in San Francisco, Oakland, Fresno, Los Angeles, Eureka, Chico, Salinas, and San Diego were a necessary step in the democratic process of planning for public education. The CTA has been pleased with the interest and participation, and it will endeavor to use the experience in the best interest of the schools.

—KENNETH R. BROWN
CTA Director of Research



MEASUREMENT AND EVALUATION FOR THE SECONDARY-SCHOOL TEACHER, by Georgia S. Adams and Theodore L. Torger-son. New York: Dryden Press, 1956. 658 pp., \$5.75.

Do you know your students? How well? Do you understand their learning difficulties? What are they? Do you evaluate and measure your educational program in terms of your students and their problems?

The authors have developed this textbook to orient future teachers toward these questions as well as to help the teacher now in the secondary classroom. As a companion to the well-received *Measurement and Evaluation for the Elementary School Teacher*, this volume fills a lack long noted by secondary personnel.

Typically, opening chapters review the history and development of the "testing movement." The book then focuses upon the study of individuals, in terms of intelligence, aptitudes, interests, physical, and personal-social aspects. Considerable attention is given to classroom diagnostic and corrective procedures in the various subjects.

In the light of current pressures to give attention to individuals, the materials on personal-social adjustment merit special commendation. Stress is placed upon methods of appraisal which involve worthwhile guidance and counseling techniques. Unfortunately, only minor emphasis seems to be given to the frequent use of the counseling "team."

As is common to texts of this type, there is the classroom teacher's one chapter on computation of means, medians, deviations, and coefficients of reliability. Parenthetically, research on the reliability and validity of such chapters might be suggested in view of the current status of such concepts in the minds of classroom teachers.

On the whole, this is a worthwhile, useful book for the pre-teaching student and possibly more so for the teacher in service.

Dr. Nathan Kravetz

PROFESSIONAL PROBLEMS OF TEACHERS, by Albert J. Huggett and T. M. Stinnett. New York: Macmillan Company, 1956. 458 pp., \$5.25.

This volume, which will find wide use in teacher education courses has been prepared for a specific purpose—to provide basic information for college students who

intend to enter the teaching profession. The book will also prove of value to members of the teaching profession who are searching for additional and well organized information regarding the many problems faced by the organized teaching profession. Receiving attention are such problem areas as personnel policies, ethics and professional discipline, the role of teachers in administration and supervision,

certification, rating of teachers and many other related problems. Dr. Huggett, late professor of education at Michigan State University, was well known among educators in the United States. Co-editor T. M. Stinnett is Executive Secretary of the National Commission on Teacher Education and Professional Standards of the National Education Association.

Charles Hamilton



...have some!

Here's exciting wreath for your door... Imagine how thrilled folks are to find it is candy. And then, spy the scissors inviting them to cut off a piece. Easy and fun to make.

1 Cut in two bottom of a wire hanger; lap ends over $2\frac{1}{2}$ "; bind together with adhesive tape... Pull in to circle... Wind wreath with 3 yds. of rag strips. Sew to base of hook. Wind tight.

2 Use about 3 lbs. of hard candy, cellophane and foil wrapped—all kinds and sizes.

3 Secure one end of 36 inches of thin wire to base of hook; run other thru one end of candy wrap; twist tight to wreath, piece by piece... Add bow and blunt scissors. Cover the hook.

Feel relaxed and be refreshed!



The bright, lively flavor and pleasant chewing of delicious Wrigley's Spearmint give a little boost and help you relax naturally. Try tonight.

EDUCATION AS A PROFESSION, by Myron Lieberman. New York: Prentice-Hall, 1956. 540 pp., \$8.00.

In a penetrating analysis of professionalization problems, Dr. Lieberman calls upon teachers to play an additional role in public education. He emphasizes strongly that teachers have important non-classroom duties in such areas as certification,

accreditation and professional discipline. Acceptance of these and other duties is the mark of an autonomous, self-governing profession. In-service and pre-service teachers will find a real professional challenge in this volume. Dr. Lieberman's book should have widespread use in teacher education.

Charles Hamilton

A TEACHER IS A PERSON by Charles H. Wilson. Henry Holt & Co., New York, 1956: 285 pp., \$3.75.

When asked about my theories on editorial content for *CTA Journal*, I like to say with an air of profound wisdom that I assume a teacher is a person—and that what interests an intelligent person should interest a teacher.

Charlie H. Wilson, superintendent of schools at Highland Park, a suburb of Chicago, has written an autobiography. But it's more than that; it's the story of a very interesting person with ideas. I have seen at least a dozen teacher autobiographies in the last five years and have written reviews of two. But this is the first time I have been completely enthusiastic and enchanted. Wilson humanizes his classroom experiences, throws in good humor, and stimulates his reader with a wide range of educational philosophy.

This author is no Bestor but he has some unique ideas about our liberal arts colleges, about I.Q.s and dissipated brain power, and about classroom discipline. He uses a chapter to discuss grading systems at some length; views shared by most of his colleagues. But he never gets ponderous, consciously shuns the pedantic style. In short, he is very readable—and you can't hardly get them kind no more.

The author dabbled with the idea of going into journalism, politics, and law—but ended by entering education. His obvious satisfaction with his choice will give a warm glow to every teacher and administrator who has had a full and active career but who lacks the capacity to reflect his experience in words. You will not always agree with Wilson, but you will enjoy chuckling with him and when you have finished his book you will have met a very interesting person.

J. Wilson McKenney



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BOOKS YOU OUGHT TO KNOW ABOUT:

How to Plan and Conduct Workshops and Conferences by Richard Beckhard, 64 pages, \$1.00. Association Press, 201 Broadway, New York 7.

This is a concise, well-organized book, divided into six chapters: Initial Planning, Fact Finding and Evaluation, Program Development, Conference Preparation, Planning the Conference Operations, and Reporting and Follow-Up Action.

Teen-Agers' Pocket Guide to Understanding Your Parents, by Ernest G. Osborne, 122 pages, \$1.75. Association Press, 291 Broadway, New York 7.

At last, here is a book which talks to the teen-ager in a manner that is not condescending, and which treats the teen-ager like the near-adult he is. Chapter headings like *It's Tough to Be a Parent!* and

Your Folks and Money and Do They Live Through You? will give you some idea of the well-thought-out book it is. Dr. Osborne is professor of education at Teachers College, Columbia University.

Streamline Your Study Habits, by F. Lyman Tibbitts, 74 pages, 70c. Mission Press, P. O. Box 65943, Los Angeles 65.

Contains suggestions for improving study habits of students. Dr. Tibbitts is psychologist, U. S. Veterans Administration, Los Angeles.

The Children We Teach, by Nina Ride-nour, 56 pages, 40c single copy. Mental Health Materials Center, 1790 Broadway, New York 19.

This pamphlet offers advice on the various kinds of individuals who make up a classroom group. The shy one, the show-off, the bully, the children with severe emotional disturbances—all are covered in

this booklet, together with suggestions for meeting each problem.

Know Your World, by George E. Ross, 64 pages, \$2.50. E. P. Dutton & Co., 300 Fourth Ave., New York 10.

Illustrated with maps and drawings, the book offers a thumbnail sketch of 169 countries and dependencies. Handy as a quick guide to facts about the nations of the world.

Teachers for Tomorrow's Children, 46 pages. California State Department of Education. As Vol. 25, No. 2 of the Bulletin series, it brings up to date *Supply and Demand* by Dr. James C. Stone. Designed to interest lay citizens in recruitment of new teachers, the booklet discusses the supply and demand of certificated personnel in California public schools for 1955-56, with forecasts for 1965-66.

Great Americans at a Glance. Series published by Pacific Coast Publishers, Redwood City, California. Includes statesmen, explorers, inventors, scientists, authors, and Army and Navy officers.

The 'X' Goes Here, written for The Civic Education Center, Tufts University, by Kenneth Sheldon and Max Grossman. Discusses the voters at the polls, analyzing politics, leaders on the home front. Designed to teach prospective voters to think.

A quick listing of other booklets which will be helpful to some, includes:

Critical Thinking in Current Affairs Discussion, 32 pages, single copies free from Junior Town Meeting League, Wesleyan University, Middletown, Conn.

Bibliography of teaching aids on America's forests and forest industries, available from American Forest Products Industries, 1816 N St., N.Y., Washington 6, D.C.

Mathematics Teaching Aids for a Stronger America, printed by National Aviation Council, 1025 Connecticut Ave., N.W., Washington 6, D.C.

Television in Our Schools, available from U. S. Dept. of Health, Education and Welfare.

Educational Aids for Schools and Colleges, available from National Association of Manufacturers, 2 E. 48th St., New York 17.

Learn-by-Doing Kits covering such areas as weather, electricity, earth science and basic industries of oil and steel, are available from Models of Industry, 2100 5th St., Berkeley, California. Ask for their Catalog \$20.

Vocational counselors who must be familiar with many occupations, but who cannot be expected to become experts in all, will find helpful the many booklets published in this field. B'nai B'rith Vocational Service, 1129 Vermont Ave., N.W., Washington 5, D.C., publishes Occupa-

tional Briefs on numerous careers, costing 20c each, and ranging in length from 4 to 8 pages. For counselors who want a more detailed evaluation of a career, the Bellman Publishing Company, Cambridge 38, Mass., publishes Vocational and Professional Monographs ranging in length from 16 to 40 pages, and costing \$1.00 each. Write either of the above publishers for their lists.

White Motor Company of Cleveland has just issued a booklet of suggestions for driver training. Although written for truck drivers and aimed at helping owners conduct training programs on the better care and conservation of motor vehicle equipment, the booklet may also be of interest to teachers of driver training.

The **Elementary Teachers Guide to Free Curriculum Materials**, costing \$5.50, has just been published by Educators Progress Service of Randolph, Wisconsin. It is the thirteenth annual edition, contains 318 pages.

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IS IT LEGAL?

(Continued from page 19)

likely to affect you during your teaching career?

Read Up on Law

First, become familiar with your district's policies. Ask your principal or your local teacher's organization.

Second, read the legal digests in the front of your state register. Make a point of doing it at least once a year; contents are revised annually to keep pace with the law.

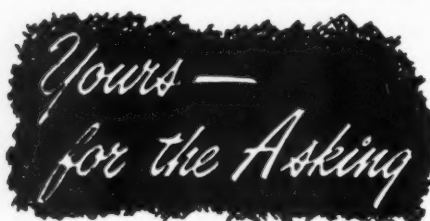
Third, avail yourself of the legal opinions CTA state headquarters has compiled. A valuable publication is "Teacher's Legal Guide," which is

available for 40c from CTA Southern Section, Special Services.

You should know something about the contents of the California Education Code, take a course in the legal aspects of teaching, and read summaries of significant court cases.

Laws are written, mainly, to protect the individual. The legal aspect of teaching does not merely cover your teaching contract or your tenure, but your relations with your fellow man. Your pupils will not need protection from you if you are doing a conscientious job and treating them with all the dignity due a fellow human being. And you will not need protection from them, the school district, or the public.

After all, the Golden Rule came before modern legislation.



Advertisers in CTA Journal offer interesting material about equipment, supplies, books and other teaching aids each month. Watch for their offerings regularly. Supplies sometimes run out, so if you are eager to have any particular item, it should be ordered immediately.

1. *Posture Posters*. Set of 7—designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Company.)

3. *Facts about writing short paragraphs for profit*. (Benson Barrett.)

4. *The Story of Rubber*. 32-page booklet, well illustrated, charts and maps. Available in classroom quantities for grades 5 to 9. Teacher's manual also included. (Firestone.)

15. *Research Opens the Door to Reading*. A new Millcreek Story about home and school cooperation. Classroom reac-

tions and discussions in five different units are reported in an interesting, narrative form. An important feature reveals how parents evaluate reading through research. (Field Enterprises, Inc.)

25. *Highways to History*. A new wall mural 8 feet wide, in full color, showing beautiful photographs of ten historically famous places in America. Includes an 8-page lesson topic, which takes your class on tours to America's best-loved shrines. If additional lesson topics are desired, jot down the number you need—not more than 15 to a classroom, please. (Greyhound Lines.)

30. *Request Card* for a copy of the Teacher's Manual for the 29th Annual Standard School Broadcast Course, "The World of Music." This series of broadcasts will be divided into two groups of 13 broadcasts each. Programs in the Fall series will be devoted to "Music of the Old World" and those in the Spring will emphasize "Music of the New World." (Standard Oil Company of California.)

34. *Information* on three-dimensional bulletin board letters that you merely press into the bulletin board. (Cleveland Plastertines.)

39. *Graded Catalog* of children's book and Classified Catalog of books for high

school libraries. (J. B. Lippincott Co.)

41. *New No. 57 Teachers Buying Guide*. Its 96 pages contain over 3500 items. Workbooks, posters, games, books, supplies and equipment are completely described and illustrated to make this a source book for teaching material. (Beckley-Cardy Company.)

29. *Catalog of Educational Dance Records*. A list of dance records designed especially for kindergarten and elementary grades. Folk songs and singing games also listed. (Russell Records.)

46. *The Recording as a Teaching Tool* is a compilation of articles on the use of records in the classroom from kindergarten through college. It suggests the great variety of educational material available in this form, as well as the great uses to which records can be put. (Folkways Records & Service Corp.)

53. *Clear the Track*. A cartoon narrative on the railroads' fight against the elements. One examination copy per teacher with Teacher's Plan. Classroom quantity on subsequent request. (Association of American Railroads.)

55. *Holiday Programs*. A colorful booklet illustrating and describing SVE filmstrips and 2 x 2 slides recommended for Thanksgiving and Christmas Holiday programs. (Society for Visual Education.)

62. *Catalog of name brand merchandise* which may be ordered at wholesale price. Diamonds, jewelry, watches, housewares, appliances and other items listed. (Watson Sales Company.)

65. *Your Sabbatical Year Abroad*. A 40-page brochure, illustrated with photographs of places of interest, provides a guide to planning a sabbatical year of travel and study. Included are tips on "how to be at home abroad," suggestions for preparations, such as passports, visas and health documents; currency, wardrobe, and suggested itinerary for a "grand circle" tour of Europe and the Middle East. One section provides information on schools, living accommodations, sources of information for various study and travel interests, covering nine European countries and the Middle East. (Trans World Airlines.)

33. *Nature Catalog*. Lists maps, charts, games, books, collecting equipment, and so on. Particularly devoted to western nature study. Ask for new free catalog No. 5. (Naturegraph Co.)

52. *Investment information*. Your money earns 5.8 per cent a year with this investment company. Booklet available. (Pacific Thrift and Loan.)

68. *Brochure on summer school in Mexico*. (Instituto Tecnológico de Monterrey.)

69. *Tour folders*. Hawaii summer school, Europe, or Around the World. (Hilton Tours.)

70. *Folder illustrating light metal school seating furniture and equipment*, chart racks, chalkboard, Paint Master stacking easel. (Cowan Products Co.)

64. *Brochure on Europe for Summer 1957*. Gives itinerary and costs for 12-20 country, 60-70 days in Europe. (Europe Summer Tours.)

72. *Laboratory Planning Manual*. 48-page book showing newest, most modern science room layouts. Also log of Educational Laboratory Equipment (Kewaunee Manufacturing Co.) 44-page cata-

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Industry-Education Committee Encourages Science Teaching

CTA is doing something about science teaching and the requirements of industry. An Industry-Education committee, composed of ten men representing top leadership in industry and education, has met twice and has made plans for additional meetings to discuss common objectives.

Inspired by William Barton, public contacts man of the state staff of California Teachers Association, Bernard C. Hartung, Pacific Central region manager of National Association of Manufacturers, joined him in inviting membership on the committee.

Representing industry at the first meetings were: Charles Allen, director of public relations, Crown Zellerbach Company; Robert Jackson, director of public relations, General Electric Company; Charles Kendrick, chairman of the board of Schlage Lock Company; and Kenneth Smith, vice-president and treasurer of Pacific Lumber Company. Dr. Claude Fawcett, director of education of NAM, became discussion chairman.

Representing education were: Erwin A. Dann, Fresno assistant superintendent of schools; Dr. Edward D. Goldman, San Francisco coordinator of adult education; Dr. Garford Gordon, assistant director of research, CTA; Ellis A. Jarvis, acting superintendent of schools, Los Angeles city; and Dr. J. Paul Leonard, president of San Francisco State College.

To promote a more intensive mathematics and science program in the public schools of California, the committee discussed the following points as possible objectives:

(1) To urge grants of scientific and laboratory equipment to school districts inadequately equipped to teach science.

(2) To encourage large industries to offer their engineers and scientists to school districts on a part time basis to augment teacher staffs.

(3) To encourage large industries to hire math and science teachers in the summer time and on special research projects, to augment their incomes and prevent their departure from the profession.

(4) To encourage formation of committees of this type in each city to promote closer relations between industry and education and to carry out locally such projects as are suggested here.

(5) To promote and support state legislation and school elections that will reduce teacher, equipment, and classroom shortages.

(6) To keep educators and school systems advised of industry's man-power needs and to serve as a medium for expressing industry's ideas and beliefs about science and math training in the public schools.

(7) To conduct a public information program to industry, educators, and general public on man-power requirements and the training of scientists and engineers through adequate teaching of math and science in the schools.

(8) To encourage granting of scholarships, fellowships, curriculum materials, lecturers, and other gifts and aids to education, designed to improve both teacher competence and student interest.

(9) To encourage industrial leaders and educators in all cities to support and sponsor science fairs, projects, plant visitations, and other activities that stimulate student interest in science and engineering.

CALIFORNIA EDUCATION CLUBS ON INCREASE

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60, Tarbabe Tutors, Compton High School, 601 South Acacia Street, Compton

61, Future Teachers of America, Pacific Beach Junior High, 4676 Ingraham Street, San Diego 9

62, Cadet Teachers, South Fork High School, Miranda

63, The Indian Profs, Fullerton Union High School, Fullerton

64, Arroyo High School Future Teachers Club, Arroyo High School, 4921 North Cedar Avenue, El Monte

65, Alpha Betars, La Jolla High School, 750 Nautilus Street, La Jolla

66, Sherman L. Brown Pre-Professional Students Club, Orestimba Union High School, 1327 Kern Street, Newman

67, Future Teachers of America, Arcadia High School, 180 West Huntington Place, Arcadia

68, Future Teachers of America, Grossmont High School, Grossmont

69, The Triple T Club (Tomorrows Teachers Today), San Lorenzo High School, 725 Lewelling Boulevard, San Lorenzo

70, Torrance Future Teachers Club, Torrance High School, 2200 Carson Street, Torrance

71, Dewitt Portal Future Teachers Club, James Lick High School, 57 North White Road, San Jose

72, F. B. I. (Future Bureau of Instruction), South San Francisco High School, 400 B Street, South San Francisco

73, Future Teachers of America, Modesto High School, First and H Streets, Modesto

74, Monterey Future Teachers Club, Monterey Union High School, Larkin Street, Monterey

75, Pedagogos, Redlands Senior High School, 750 East Citrus Avenue, Redlands

76, Athenians, Oakland Technical High School, 4351 Broadway Street, Oakland

77, Tomorrow's Pedagogues "Tee Pee," Fremont High School, Sunnyvale

78, Booker T. Washington Club, El Dorado County High School, 222 Canal Street, Placerville

79, Robert C. Peter, East Junior High School, 10301 Woodruff Avenue, Downey

80, Donna M. Coleman Club, Future Teachers of America, Shasta Union High School, Redding

81, Pacifica High School Education Club, Pacifica High School, 205 Pacifica Avenue, West Pittsburg

82, "Atoms" (Associated Teachers of Madera Students), Madera Union High School, Corner of 6th and L Streets, Madera.

SCIENCE ACHIEVEMENT AWARDS FOR STUDENTS

The National Science Teachers Association (NSTA) has announced that March 15, 1957, is the deadline for entries in this year's program of Science Achievement Awards for Students. This is the sixth annual program sponsored by the American Society for Metals and conducted by the NSTA's Future Scientists of America Foundation.

Science students in grades 7 through 12 are eligible to participate. They can win any one of 140 awards totalling \$10,000 in U. S. Savings Bonds as well as gold pins, plaques, and certificates.

The awards are given for reports on projects dealing with metals and metallurgy. They will be made on a grade-level basis in eight geographic regions.

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“...and a Merry Christmas to all”



"CERTIFICATE"

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 Address _____
 City _____ State _____ Zip _____
 Telephone _____
 School _____
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Are you a member of the California Teachers Association? ☐ Yes ☐ No
 If yes, please give me the name of the company you are insured by: _____
 If no, please give me the name of the company you are insured by: _____
 Do you own a car? ☐ Yes ☐ No
 If yes, please give me the make, model, year, and color of the car: _____
 Do you drive a car? ☐ Yes ☐ No
 If yes, please give me the make, model, year, and color of the car: _____
 Do you have a driver's license? ☐ Yes ☐ No
 If yes, please give me the state and date of expiration: _____

Do you also want to know the cost of your present policy? ☐ Yes ☐ No
 If yes, please give me the name of the company you are insured by: _____
 Do you have a policy with another company? ☐ Yes ☐ No
 If yes, please give me the name of the company: _____
 Do you have a policy with another company? ☐ Yes ☐ No
 If yes, please give me the name of the company: _____

ESSENTIAL: Date Present Policy Expires _____ Do you own other cars? ☐ Yes ☐ No
 If yes, please give me the name of the company: _____
 If yes, please give me the name of the company: _____
 If yes, please give me the name of the company: _____

To quote LOWEST RATES to which you are entitled we must have ALL data requested.
 For IMMEDIATE COVERAGE phone collect: L. A.—MAdison 6-1461; S. F.—SUFter 1-2600.

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